Australian Government

SFI11 Seafood Industry Training Package

Release: 2.1

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Modification History

Version Modification History

Version	Release Date	Comments
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

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Version	Release Date	Comments
		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

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Version	Release Date	Comments
		competency
1	22 July 2011	Primary release

Imprint Oct 24

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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

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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

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Qualification Code	Title
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

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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	

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Unit Code	Unit Title	Prerequisite
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	

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Unit Code	Unit Title	Prerequisite
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	

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Unit Code	Unit Title	Prerequisite
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	

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Unit Code	Unit Title	Prerequisite
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	

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Unit Code	Unit Title	Prerequisite
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	

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Unit Code	Unit Title	Prerequisite
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

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Unit Code	Unit Title	Prerequisite
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	

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Unit Code	Unit Title	Prerequisite
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	

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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

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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

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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
AHCILM303A	Work in an Indigenous 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

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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

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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

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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

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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
BSBHRM401A	Review human resources functions	BSB07
BSBHRM402A	Recruit, select and induct staff	BSB07
BSBHRM501A	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

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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
BSBPMG510A	Manage projects	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

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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
BSBWRK509A	Manage industrial relations	BSB07
BSBWRT401A	Write complex documents	BSB07

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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	FDF10

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	system	
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
HLTFA301B	Apply first aid	HLT07
HLTFA311A	Apply first aid	HLT07
LGACOM502B	Devise and conduct community consultations	LGA04
MEM15001B	Perform basic statistical quality control	MEM05
MEM18001C	Use hand tools	MEM05
MEM18002B	Use power tools/hand held operations	MEM05
MSACMC411A	Lead a competitive manufacturing team	MSA07
MSACMS201A	Sustain process improvements	MSA07
MSACMS401A	Ensure process improvements are sustained	MSA07
MSACMT260A	Use planning software systems in manufacturing	MSA07
MSACMT423A	Monitor a manufacturing levelled pull system	MSA07

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MSACMT440A	Lead 5S in a manufacturing environment	MSA07
MSACMT441A	Facilitate continuous improvement in manufacturing	MSA07
MSACMT460A	Facilitate the use of planning software systems in manufacturing	MSA07
MSACMT461A	Facilitate SCADA systems in a manufacturing team or work area	MSA07
MSACMC611A	Manage people relationships	MSA07
MSACMS600A	Develop a competitive manufacturing system	MSA07
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
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

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MSS402051A	Apply quality standards	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
MSS403005A	Facilitate use of a Balanced Scorecard for performance improvement	MSS11
MSS403010A	Facilitate change in an organisation implementing competitive systems and practices	MSS11
MSS403013A	Lead team culture improvement	MSS11
MSS403021A	Facilitate a Just in Time system	MSS11
MSS403030A	Improve cost factors in work practices	MSS11
MSS403032A	Analyse manual handling processes	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
MSS404082A	Assist in implementing a proactive maintenance strategy	MSS11
MSS404083A	Support proactive maintenance	MSS11
MSS405001A	Develop competitive systems and practices for an organisation	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

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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

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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
RIICCM205A	Carry out manual excavation	RII09
RIICCM208A	Carry out basic levelling	RII09
RIICCM211A	Erect and dismantle temporary fencing and gates	RII09
RIICRC208A	Lay pipes	RII09
RIISAM201A	Handle resources and infrastructure materials and safely dispose of non toxic materials	RII09
RIISAM203B	Use hand and power tools	RII09
RIISAM204B	Operate small plant and equipment	RII09
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
SIRXCLM001A	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

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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
SISOOPS304A	Plan for minimal environmental impact	SIS10
SITHACS101	Clean premises and equipment	SIT12
SITHCCC003B	Receive and store kitchen supplies	SIT07
SITXCOM003A	Deal with conflict situations	SIT07
SITXINV001A	Receive and store stock	SIT07
SITXINV002A	Control and order stock	SIT07
SITXMPR401	Coordinate production of brochures and marketing materials	SIT12
SITXMPR002A	Create a promotional display or stand	SIT07
SITXMPR404	Coordinate marketing activities	SIT12
SITXMPR502	Develop and manage marketing strategies	SIT12
SROODR002A	Plan outdoor recreation activities	SRO03
SROSCB001A	SCUBA dive in open water to a maximum depth of 18 metres	SRO03
SRXGRO002A	Deal with conflict	SRS03

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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
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
TDMMF3207C	Apply domestic regulations and industry practices when operating a small coastal vessel	TDM07
TDMMF5407A	Observe safety and emergency procedures on a coastal vessel	TDM07
TDMMF5507A	Fight and extinguish fires on board a coastal vessel	TDM07

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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
TLID2013A	Move materials mechanically using automated equipment	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

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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

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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	SFI30311 Certificate III in Seafood Industry (Environmental	Minimum number of units reduced from 21 to 18	E

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Management Support)	Management Support)	Increased flexibility in unit selection	
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	E

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		unit selection	
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

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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	SFIFISH211A	Provide support for	N	Updated

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	operations		diving operations		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
SFIAQUA102	Carry out basic aquaculture	SFIAQUA102	Carry out basic aquaculture	E	Employability skills and

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A	activities	B	activities		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

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					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	SFIAQUA215B	Carry out on-farm	E	Employability skills and

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	post-harvest operations		post-harvest operations		licensing statements added; minor rewording; ornamental and held stock added to scope; template changes
SFIAQUA216 A	Harvest aquacultured stock	SFIAQUA216 B	Harvest cultured or held stock	E	Employability skills and licensing statements added; minor rewording; ornamental and held stock added to scope; template changes
SFIAQUA217 A	Maintain stock culture and other farm structures	SFIAQUA217 B	Maintain stock culture, holding and other farm structures	E	Employability skills and licensing statements added; minor rewording; holding structure added to scope; template changes
SFIAQUA218 A	Control predators, pests and diseases	SFIAQUA221 A	Control predators and pests	N	Unit deleted and split into SFIAQUA221 A Control predators and pests, and SFIAQUA222 A Control diseases
SFIAQUA218 A	Control predators, pests and diseases	SFIAQUA222 A	Control diseases	N	Unit deleted and split into SFIAQUA221 A Control

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					predators and pests, and SFIAQUA222 A Control diseases
SFIAQUA219 A	Operate and maintain high technology water treatment components	SFIAQUA219 B	Operate and maintain high technology water treatment components	E	Employability skills and licensing statements added; minor rewording; holding environment added to scope; template changes
		SFIAQUA220 A	Use waders		New unit
SFIAQUA301 B	Oversee and undertake effluent and waste treatment and disposal	SFIAQUA301 C	Oversee and undertake effluent and waste treatment and disposal	E	Employability skills and licensing statements added; minor rewording; template changes
SFIAQUA302 B	Construct or install stock culture structures and farm structures	SFIAQUA302 C	Construct or install stock culture, holding and farm structures	E	Employability skills and licensing statements added; minor rewording; holding structures added to scope; template changes
SFIAQUA303 B	Coordinate stock handling activities	SFIAQUA303 C	Coordinate stock handling activities	E	Employability skills and licensing statements added; minor rewording; held species

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					added to scope; template changes
SFIAQUA305 B	Optimise feed uptake			N	Unit deleted, replaced by new unit SFIAQUA318 A Coordinate feed activities, withless elements.
SFIAQUA308 B	Maintain water quality and environmental monitoring	SFIAQUA308 C	Maintain water quality and environmental monitoring	E	Employability skills and licensing statements added; minor rewording; held species added to scope; template changes
SFIAQUA309 B	Oversee harvest and post-harvest activities	SFIAQUA309 C	Oversee harvest and post-harvest activities	E	Employability skills and licensing statements added; minor rewording; held species added to scope; template changes
SFIAQUA310 B	Oversee emergency procedures in an aquacultural enterprise			N	Unit deleted, replaced by SFIAQUA315 A Oversee emergency procedures for on-land operations
SFIAQUA311 A	Oversee production and maintain algal or live-feed	SFIAQUA311 B	Oversee production and maintain algal or live-feed	E	Employability skills and licensing statements

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	cultures		cultures		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
		SFIAQUA317	Oversee the	N	New unit

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		A	control of diseases		based on SFIAQUA312 A, focus is on diseases
		SFIAQUA318 A	Coordinate feed activities	N	New unit based on SFIAQUA305 B/ Elements and performance criteria have changed.
SFIAQUA401 B	Develop and implement a stock health program	SFIAQUA401 C	Develop and implement a stock health program	E	Employability skills and licensing statements added; minor rewording; ornamental and holding facilities added to scope; template changes
SFIAQUA402 B	Coordinate construction or installation of stock culture and farm structures	SFIAQUA402 C	Coordinate construction or installation of stock culture, holding and farm structures	E	Employability skills and licensing statements added; minor rewording; ornamental and holding facilities added to scope; template changes
SFIAQUA404 B	Operate hatchery	SFIAQUA404 C	Operate hatchery	E	Employability skills and licensing statements added; minor rewording; ornamental sector added to scope; template

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					changes
SFIAQUA405 B	Develop emergency procedures for an aquaculture enterprise	SFIAQUA412 A	Develop emergency procedures for on-land operations	N	Unit replaced by SFIAQUA412 A Develop emergency procedures for on land operations
SFIAQUA406 B	Seed and harvest round pearls	SFIAQUA406 C	Seed and harvest round pearls	E	Employability skills and licensing statements added; minor rewording; template changes
SFIAQUA407 B	Coordinate sustainable aquacultural practices	SFIAQUA407 C	Coordinate sustainable aquacultural practices	E	Employability skills and licensing statements added; minor rewording; ornamental and holding facilities added to scope; template changes
SFIAQUA408 B	Supervise harvest and post-harvest activities	SFIAQUA408 C	Supervise harvest and post-harvest activities	E	Employability skills and licensing statements added; minor rewording; held stock added to scope; template changes
SFIAQUA409 A	Implement, monitor and review stock production	SFIAQUA409 B	Implement, monitor and review stock production	E	Employability skills and licensing statements added; minor rewording;

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					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

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					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	E	Employability skills and licensing statements added; minor

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			structures		rewording; holding facilities added to scope; template changes
SFIAQUA509 A	Develop stock production plan	SFIAQUA509 B	Develop stock production plan	E	Employability skills and licensing statements added; minor rewording; ornamental enterprise added to scope; template changes
SFIAQUA510 A	Select, plan or design a system or facility utilising high technology water treatment components	SFIAQUA510 B	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
SFICOMP201 A	Undertake a local operation	SFICOMP201 B	Undertake a local operation	E	Employability skills and licensing statements added; minor rewording; template changes
SFICOMP202 A	Conduct field observations	SFICOMP202 B	Conduct field observations	E	Employability skills and licensing statements added; minor rewording; template changes
SFICOMP203	Promote	SFICOMP203	Promote	E	Employability

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A	sustainable use of local marine and freshwater environments	B	sustainable use of local marine and freshwater environments		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

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					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

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		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

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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

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					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

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					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

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SFIDIVE303 A	Perform diving operations using self-contained underwater breathing apparatus	SFIDIVE303 B	Perform diving operations using self-contained underwater breathing apparatus	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIVE304 A	Undertake emergency procedures in diving operations using surface-supplied breathing apparatus	SFIDIVE304 B	Undertake emergency procedures in diving operations using surface-supplied breathing apparatus	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIVE305 A	Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus	SFIDIVE305 B	Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIVE306 A	Perform compression chamber diving operations	SFIDIVE306 B	Perform compression chamber diving operations	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIVE307 A	Perform underwater work in the aquaculture sector	SFIDIVE307 B	Perform underwater work in the aquaculture sector	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIVE308 A	Perform underwater work in the	SFIDIVE308 B	Perform underwater work in the	E	Employability skills and licensing

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	wild catch sector		wild catch sector		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
SFIFCHA301	Develop	SFIFCHA301	Develop	E	Employability

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B	information and advice on fishing charter trips	C	information and advice on fishing charter trips		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

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					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

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					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	SFIFISH310A	Adjust and position fishing gear	N	Unit deleted. Merged into new unit

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	lines				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		New unit

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			appliance		
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	SFILEAD407A	Provide expert information to a resource management	E	Unit deleted replaced by new unit SFILEAD407

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	Committee		group		A Provide expert information to a resource management group
SFILEAD405 A	Analyse information to develop strategic fisheries management options within the Management Advisory Committee	SFILEAD408 A	Analyse information to develop strategic seafood management options	E	Unit deleted, replaced by new unit SFILEAD408 A Analyse information to develop strategic seafood management options
SFILEAD406 A	Negotiate collective outcomes within the Management Advisory Committee process	SFILEAD409 A	Negotiate collective outcomes within the resource management group process	E	Unit deleted replaced by new unit SFI409A Negotiate collective outcomes within the resource management group process.
SFILEAD501 B	Develop and promote industry knowledge	SFILEAD501 C	Develop and promote industry knowledge	E	Employability skills and licensing statements added; minor rewording; template changes
SFILEAD502 B	Shape strategic thinking	SFILEAD502 C	Shape strategic thinking	E	Employability skills and licensing statements added; minor rewording; template changes
SFILEAD503 B	Cultivate productive	SFILEAD503 C	Cultivate productive	E	Employability skills and

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	working relationships		working relationships		licensing statements added; minor rewording; template changes
SFILEAD504 B	Plan and achieve change and results	SFILEAD504 C	Plan and achieve change and results	E	Employability skills and licensing statements added; minor rewording; template changes
SFILEAD505 B	Communicate with influence	SFILEAD505 C	Communicate with influence	E	Employability skills and licensing statements added; minor rewording; template changes
SFILEAD506 B	Demonstrate personal drive and integrity	SFILEAD506 C	Demonstrate personal drive and integrity	E	Employability skills and licensing statements added; minor rewording; template changes
SFILEAD507 B	Provide corporate leadership	SFILEAD507 C	Provide corporate leadership	E	Employability skills and licensing statements added; minor rewording; template changes
SFIOBSV301 A	Monitor and record fishing operations	SFIOBSV301 B	Monitor and record fishing operations	E	Employability skills and licensing statements added; minor rewording; template changes

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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;

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					template changes
SFIPROC102 B	Clean work area	SFIPROC102 C	Clean work area	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC105 A	Fillet fish and prepare portions	SFIPROC105 B	Fillet fish and prepare portions	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC106 A	Work with knives	SFIPROC106 B	Work with knives	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC201 B	Head and peel crustaceans	SFIPROC201 C	Head and peel crustaceans	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC202 B	Process squid, cuttlefish and octopus	SFIPROC202 C	Process squid, cuttlefish and octopus	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC203 B	Shuck molluscs	SFIPROC203 C	Shuck molluscs	E	Employability skills and licensing

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					statements added; minor rewording; template changes
SFIPROC302 B	Handle and pack sashimi-grade fish	SFIPROC302 C	Handle and pack sashimi-grade fish	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC304 A	Boil and pack crustaceans	SFIPROC304 B	Boil and pack crustaceans	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC305 A	Slaughter and process crocodiles	SFIPROC305 B	Slaughter and process crocodiles	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC401 B	Evaluate a batch of seafood	SFIPROC401 C	Evaluate a batch of seafood	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC402 B	Maintain hygiene standards while servicing a food-handling area	SFIPROC402 C	Maintain hygiene standards while servicing a food handling area	E	Employability skills and licensing statements added; minor rewording; template changes

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SFIPROC403 B	Follow basic food safety practices	SFIPROC403 C	Follow basic food safety practices	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC404 B	Apply and monitor food safety requirements	SFIPROC404 C	Apply and monitor food safety requirements	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC405 B	Oversee the implementation of a food safety program in the workplace	SFIPROC405 C	Oversee the implementation of a food safety program in the workplace	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC406 B	Develop food safety programs	SFIPROC406 C	Develop food safety programs	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC407 B	Conduct food safety audits	SFIPROC407 C	Conduct internal food safety audits	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC501 B	Manage seafood processing production unit/s	SFIPROC501 C	Manage seafood processing production units	E	Employability skills and licensing statements added; minor rewording;

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					template changes
SFIPROC502 B	Produce technical reports on seafood processing systems	SFIPROC502 C	Produce technical reports on seafood processing systems	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC503 B	Analyse seafood packaging requirements	SFIPROC503 C	Analyse seafood packaging requirements	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC504 B	Design and manage a product recall	SFIPROC504 C	Design and manage a product recall	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC601 B	Establish costs and/or conditions for sale of seafood product	SFIPROC601 C	Establish costs and/or conditions for sale of seafood product	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC602 B	Plan and manage seafood and related product concept development	SFIPROC602 C	Plan and manage seafood and related product concept development	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC603 B	Develop and manage seafood and	SFIPROC603 C	Develop and manage seafood and	E	Employability skills and licensing

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	related product production trials		related product production trials		statements added; minor rewording; template changes
SFIPROC604 B	Plan and develop formulations and/or specifications for new seafood product	SFIPROC604 C	Plan and develop formulations and/or specifications for new seafood product	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC606 B	Develop and implement energy control systems in seafood processing environments	SFIPROC606 C	Develop and implement energy control systems in seafood processing environments	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC607 B	Prepare work instructions for new seafood processing tasks	SFIPROC607 C	Prepare work instructions for new seafood processing tasks	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC608 B	Provide practical and/or commercial advice to seafood users	SFIPROC608 C	Provide practical and/or commercial advice to seafood users	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC609 B	Monitor the seafood business environment to determine threats and opportunities	SFIPROC609 C	Monitor the seafood business environment to determine threats and opportunities	E	Employability skills and licensing statements added; minor rewording; template changes

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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;

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					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 communicatio ns 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 communicatio ns 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.

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					TDMMF1107 B, TDMMF5407 A, TDMMF5507 A may be suitable replacements.
SFISHIP301B	Apply emergency procedures on board a ship				Unit deleted, Refer to TDM07 for current maritime operations units. TDMMF1107 B, TDMMF5407 A, TDMMF5507 A may be suitable replacements.
SFISTOR201 B	Prepare and pack stock for live transport	SFISTOR204 A	Prepare, pack and dispatch stock for live transport	N	Unit deleted and replaced by SFISTOR204 A and SFISTOR205 A to accommodate live and non live product in separate units.
SFISTOR201 B	Prepare and pack stock for live transport	SFISTOR205 A	Prepare, pack and dispatch non-live product	N	Unit deleted and replaced by SFISTOR204 A and SFISTOR205 A to accommodate live and non live product in separate units.
SFISTOR202	Receive and	SFISTOR202	Receive and	E	Employability

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B	distribute product	C	distribute product		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

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

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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

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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

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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

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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

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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

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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

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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	AHC10

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	repair	
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

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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

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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

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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

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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

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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

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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?

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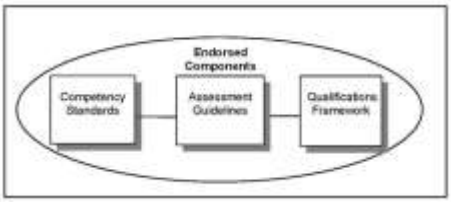
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

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.

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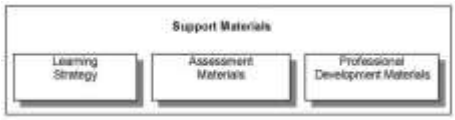
Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



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;

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- 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?

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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.

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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

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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

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- 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.

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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

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

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

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

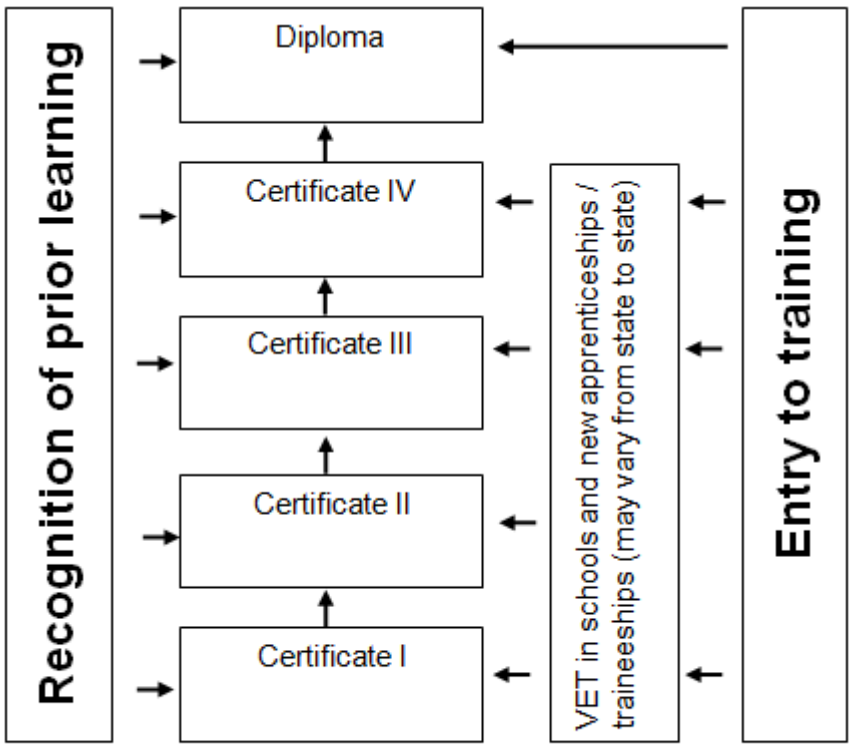

Figure: Training pathways to achieving qualifications

Skill Sets

Definition

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

Wording on Statements of Attainment

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

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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.

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Qualification Pathways

Qualification Pathways

Seafood Industry qualification pathways

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

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

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

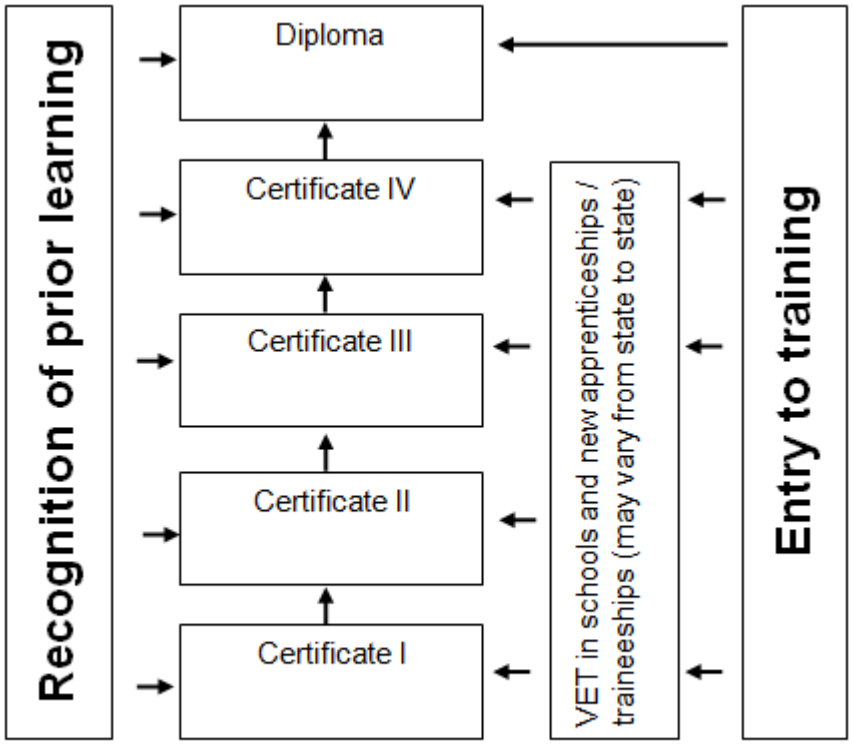

Figure: Training pathways to achieving qualifications

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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

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

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

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Skills Australia at **www.agrifoodskills.net.au.**

Requirements for RTOs including Assessors

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

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

Requirements for Assessors

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

Requirements for Candidates

Requirements for RTOs

RTOs need to take into account a range of considerations when designing assessment strategies. In particular, the majority of units have been written with a focus on a workplace assessment environment. Where this is obligatory it is identified in the unit of competency.

Wherever possible integrated (holistic) assessment is the preferred means of assessment. Holistic assessment should reflect the grouping of competencies as they would be demonstrated in an actual work role. The context of assessment is defined in each unit of competency.

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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.

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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:

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

Some options for overcoming these challenges include:

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

Training and assessment for schools

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

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

It is recommended that delivery of qualifications in schools should only include Certificates I and II.

Industry Assessment Contextualisation 1

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Employability Skills in the industry context

Industry Assessment Contextualisation 2

Assessment for equity groups

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

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

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

Assessment for Indigenous learners

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

- learn better in groups than individually
- learn better in the surroundings of their community than in an institutional

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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.

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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.

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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

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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

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	• 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.

Contacts

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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.

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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

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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
-

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Employability Skills in Units of Competency

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

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

How Employability Skills relate to the Key Competencies

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

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

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

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Explicitly embedding Employability Skills in units of competency

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

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

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

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

Sample unit of competency components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.

Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

Unit Title	Give formal presentations and take part in meetings **(Communication)**
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. **(Initiative and enterprise)**
Element	Proactively resolve issues. (problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. **(Planning and organising)**
Range Statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
Required Skills and Knowledge	Modify activities depending on differing workplace contexts, risk situations and environments. **(Learning)** Work collaboratively with others during a fire emergency. (teamwork) Instructions, procedures and other information relevant the maintenance of vessel and port security. **(Communication)**

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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.

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SFI10111 Certificate I in Aquaculture

Modification History

Release	TP Version	Comments
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification represents the minimum requirements for an individual commencing a career as an aquaculturist. It provides individuals with an introduction to the aquaculture environment and some basic skills needed in this area of the seafood industry. It is an appropriate level for an individual undertaking work experience, or in a probationary period in employment. It is particularly applicable to school-based studies.

The qualification will have application for people working:

- on aquaculture farms or fishout/put-and-take operations
- in hatcheries and nurseries
- in live post-harvest holding facilities, such as processing plants, wholesalers or transporters
- in pet shops, public aquaria, zoos or other facilities with aquatic animals
- for companies providing contract specialist services for aquaculture operations.

Job roles

An individual operating at this level undertakes a range of basic work activities, such as feeding, handling and harvesting stock, minor construction work, general cleaning and maintenance of stock culture structures. Work is carried out under close direction and supervision and duties may vary between aquaculture enterprises.

Job role titles may include:

- farm hand
- farm labourer
- farm worker.

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Pathways Information

Pathways into the qualification

Entry into this qualification may be:

- by direct entry and without prior aquaculture skills or knowledge
- through a school vocational studies program combined with work experience.

Pathways from the qualification

After achieving this qualification, candidates may undertake:

- SFI20111 Certificate II in Aquaculture
- SFI30111 Certificate III in Aquaculture.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Competencies in this qualification may require a licence or certification.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI10111 Certificate I in Aquaculture The following table contains a summary of the employability skills as identified by the aquaculture sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• confirming instructions • estimating the duration of tasks • oral reporting on work activities, problems and abnormal stock behaviour to a supervisor • reading and interpreting instructions and work procedures

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• reading schedules relating to feeding, grading or harvesting • recording and reporting data.
Teamwork	• contributing to participative OHS arrangements • respecting people from diverse backgrounds • sharing information relevant to work with co-workers • undertaking duties in a positive manner to promote cooperation.
Problem solving	• assisting in solving problems • recognising and resolving problems and conflicts that may arise in workplace • reporting problems to supervisor.
Initiative and enterprise	• adapting to new situations • identifying environmental, OHS, quality and food safety hazards.
Planning and organising	• collecting and checking equipment before beginning work activities • following safe work practices • planning to complete work within an allocated timeframe.
Self-management	• prioritising work • seeking support to improve own performance.
Learning	• identifying own learning needs for future work requirements and career aspirations • taking part in learning opportunities.
Technology	• using automated equipment, such as feeders and data loggers.

Packaging Rules

Packaging Rules

A total of eight (8) units of competency must be achieved.

- four (4) core units ***plus***
- one (1) aquaculture specialist elective units (Group A) ***plus***
- three (3) elective units that may be selected from a combination of:
  - Group A aquaculture specialist units not yet selected for this qualification
  - Group B elective units

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- imported units from this Training Package or any other nationally endorsed Training Package or accredited course. A maximum of two (2) units can be imported, however, they must align to Certificate I or II level and be relevant to aquaculture operations.

Core units of competency

Unit code	Unit title
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

** Note*: *SFICORE101C is not a required unit for operations that are growing or holding species not destined for human consumption. This includes ornamental or display species, stock for pearls, and stockers for conservation purposes. The unit FDFOP2063A Apply quality systems and procedures, is to be used in its place*.

Elective units of competency

Group A: **Aquaculture specialist units**

Unit code	Unit title
SFIAQUA102B	Carry out basic aquaculture activities
SFIAQUA220A	Use waders
SFIEMS201B	Participate in environmentally sustainable work practices

Group B: **Other elective units**

Maintenance and operations support

Unit code	Unit title

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Unit code	Unit title
FDFOP1009A	Follow work procedures to maintain quality
RIICCM208A	Carry out basic levelling
RIISAM201A	Handle resources and infrastructure materials and safely dispose of non toxic materials
RIISAM203B	Use hand and power tools
RIISAM204B	Operate small plant and equipment

Occupational health and safety

Unit code	Unit title
HLTFA311A	Apply first aid

Seafood processing

Unit code	Unit title
SFIPROC101C	Clean fish* *SFIPROC106B Work with knives*
SFIPROC102C	Clean work area
SFIPROC105B	Fillet fish and prepare portions* *SFIPROC106B Work with knives*
SFIPROC106B	Work with knives
MTMP2002C	Prepare animals for slaughter

Seafood transport and storage

Unit code	Unit title

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Unit code	Unit title
TLID1001A	Shift materials safely using manual handling methods

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SFI10211 Certificate I in Fishing Operations

Modification History

Release	TP Version	Comments
2	SFI11v1.1	Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification provides individuals with an introduction to the fishing sector of the seafood industry and some basic skills needed in this sector. It is an appropriate level for an individual undertaking work experience, or in a probationary period in employment. It is particularly applicable to school-based studies.

The qualification will have application for people working:

- for aquaculture farms using wild caught broodstock or seedstock
- on fishing vessels
- on charter vessels.

Job roles

Individuals operating at this level undertake a range of work activities under supervision, which may include:

- assisting with operation of fishing gear and equipment
- handling harvest and sorting by-catch
- basic processing
- general cleaning and maintenance of equipment and vessel.

Work may vary between enterprises.

Job role titles may include:

- general deckhand
- fisher.

Pathways Information

Pathways into the qualification

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Pathways for candidates considering this qualification include:

- direct entry and without prior fishing operations skills or knowledge
- through a school vocational studies program combined with work experience.

Pathways from the qualification

After completing this qualification, candidates may undertake:

- SFI20211 Certificate II in Fishing Operations
- SFI30211 Certificate III in Fishing Operations.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Units of competency in this qualification do not require a licence or certification.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI10210 Certificate I in Fishing Operations The following table contains a summary of the employability skills as identified by the fishing operations sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one workplace to another.	
Employability Skill	**Industry for this qualification include**:
Communication	• confirming instructions • estimating the duration of tasks • oral reporting of work activities and problems to a supervisor • reading and interpreting instructions and work procedures • recording and reporting data.
Teamwork	• contributing to participative OHS arrangements • respecting people from diverse backgrounds • sharing information relevant to work with co-workers • undertaking duties in a positive manner to promote cooperation.
Problem solving	• assisting in solving problems • recognising and resolving problems and conflicts that may arise

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	in the workplace • reporting problems to supervisor.
Initiative and enterprise	• adapting to new situations • identifying environmental, OHS, quality and food safety hazards.
Planning and organising	• collecting and checking equipment before beginning work activities • following safe work practices • planning to complete work within an allocated timeframe.
Self-management	• prioritising work • seeking support to improve own performance.
Learning	• identifying own learning needs for future work requirements and career aspirations • taking part in learning opportunities.
Technology	• using basic technology skills to record data • using technology and related workplace equipment.

Packaging Rules

Packaging Rules

A total of eight (8) units of competency must be achieved.

- four (4) core units ***plus***
- one (1) fishing specialist elective unit (Group A) ***plus***
- three (3) elective units that may be selected from a combination of:
  - Group A fishing specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or any other nationally endorsed Training Package or accredited course. A maximum of two (2) units can be imported, however, they must align to Certificate I or II level and be relevant to fishing operations.

Core units of competency

Unit code	**Unit title**

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Unit code	Unit title
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

Elective units of competency

Group A: **Fishing specialist units**

Unit code	Unit title
SFIEMS201B	Participate in environmentally sustainable work practices
SFIFISH210C	Assemble and repair damaged netting
SFIFISH214B	Contribute to at-sea processing of seafood* *SFICORE101C Apply basic food handling and safety practices*
SFIFISH215B	Apply deckhand skills aboard a fishing vessel
SFISHIP211C	Prepare for maintenance
TDMMF1007B	Provide elementary first aid
TDMMF1107B	Survive at sea in the event of vessel abandonment
TDMMF5407A	Observe safety and emergency procedures on a coastal vessel

Group B: **Other elective units**

Aquaculture operations

Unit code	Unit title
SFIAQUA220A	Use waders

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Maritime operations

Unit code	Unit title
TDMME507B	Transmit and receive information by marine radio or telephone

Seafood processing

Unit code	Unit title
SFIPROC101C	Clean fish* *SFIPROC106B Work with knives*
SFIPROC102C	Clean work area
SFIPROC105B	Fillet fish and prepare portions* *SFIPROC106B Work with knives*
SFIPROC106B	Work with knives
MTMP2002C	Prepare animals for slaughter

Seafood transport and storage

Unit code	Unit title
TLID1001A	Shift materials safely using manual handling methods

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SFI10511 Certificate I in Seafood Processing

Modification History

Release	TP Version	Comments
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification provides individuals with an introduction to seafood processing and some basic skills needed in this area of the seafood industry. Employment would be as first level process workers. It is an appropriate level for an individual undertaking work experience, or in a probationary period in employment. It is particularly applicable to school-based studies.

The qualification will have application for people working:

- on aquaculture farms or fishout/put-and-take operations
- in processing plants
- for wholesalers or retailers.

Job roles

Individuals operating at this level undertake a broad range of routine processes and procedures which may include:

- basic processing
- general cleaning and maintenance of equipment and facilities
- handling and slaughtering harvested stock.

Work may vary between enterprises.

Job role titles may include:

- factory hand
- fish processor

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- general or process worker.

Pathways Information

Pathways into the qualification

Entry into this qualification may be:

- by direct entry and without prior seafood processing skills or knowledge
- through a school vocational studies program combined with work experience.

Pathways from the qualification

After achieving this qualification, candidates may undertake:

- SFI20511 Certificate II in Seafood Processing
- SFI30511 Certificate III in Seafood Processing.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Competencies in this qualification do not require a licence or certification.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI10511 Certificate I in Seafood Processing The following table contains a summary of the employability skills as identified by the seafood processing sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Industry requirements for this qualification include**:
Communication	• communicating information about problems with work • completing all reporting as required • reading and applying workplace procedures and instructions • receiving and relaying oral and written messages.
Teamwork	• identifying own role and responsibilities within a team • sharing workplace information

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• working as a team member.
Problem solving	• following workplace food safety procedures • identifying common problems and taking required action • recognising and reporting any workplace hazards.
Initiative and enterprise	• distinguishing between urgent and non-urgent tasks • inspecting quality of work on an ongoing basis • selecting appropriate equipment • taking appropriate corrective action to routine work problems.
Planning and organising	• directing items to the correct area for further processing • identifying work requirements • identifying work priorities • identifying and using relevant personal protective equipment (PPE) • organising work area to maintain housekeeping standards • organising relevant equipment and tools • planning work activities to meet daily work requirements.
Self-management	• following OHS practices • identifying personal responsibilities and work requirements • identifying safety requirements for working in the food processing industry • keeping the work area clean and tidy at all times • managing time to meet own work requirements • monitoring the quality of own work against quality standards • planning activities to meet own work requirements • seeking assistance from other team members where appropriate.
Learning	• asking questions to expand own knowledge • assessing own ability to meet job requirements • attending training or skill development activities • checking work outcomes against workplace standards and identifying inconsistencies • identifying own skill requirements and seeking skill development if required • listening to feedback and advice of supervisors • self-checking numerical information.
Technology	• using work tools, machines and equipment safely and according to workplace procedures • using manual handling technologies in the workplace • using information technology devices as required.

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Packaging Rules

Packaging Rules

A total of eight (8) units of competency must be achieved.

- four (4) core units ***plus***
- two (2) seafood processing specialist elective units (Group A) ***plus***
- two (2) elective units that may be selected from a combination of:
  - Group A seafood processing specialist units not yet selected for this qualification
  - Group B elective units
  - two (2) imported units from this Training Package or any other nationally endorsed Training Package or accredited course from Certificate I or II level relevant to seafood processing.

Core units of competency

Unit code	Unit title
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

Elective units of competency

Group A: Seafood processing specialist units

Unit code	Unit title
SFIPROC101C	Clean fish* *SFIPROC106B Work with knives*
SFIPROC102C	Clean work area
SFIPROC105B	Fillet fish and prepare portions *SFIPROC106B Work with knives*

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Unit code	Unit title
SFIPROC106B	Work with knives
SFIPROC201C	Head and peel crustaceans
SFIPROC202C	Process squid, cuttlefish and octopus
SFIPROC203C	Shuck molluscs

Group B: **Other elective units**

Maintenance and operations support

Unit code	Unit title
FDFOP1007A	Participate effectively in a workplace environment
SITHACS101	Clean premises and equipment

Occupational health and safety

Unit code	Unit title
HLTFA311A	Apply first aid

Seafood processing

Unit code	Unit title
SFIEMS201B	Participate in environmentally sustainable work practices
SFIFISH209C	Maintain the temperature of seafood
FDFFS2001A	Implement the food safety program and procedures

Seafood transport and storage

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Unit code	Unit title
TLID1001A	Shift materials safely using manual handling methods
TLIA2014A	Use product knowledge to complete work operations

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SFI20111 Certificate II in Aquaculture

Modification History

Release	TP Version	Comments
4	SFI11v2	*SFIFISH201C Provide support for diving operations* replaced with *SFIFISH211A Provide support for diving operations* *SFIFISH307C Perform breath-hold diving operations* replaced with *SFIFISH312A Perform breath-hold diving operations*
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	*TLID2010A Operate a forklift* replaced with *TLILIC2001A Licence to operate a forklift truck* in response to regulatory changes Equivalent imported units updated
1	SFI11	Initial release

Description

This qualification represents the base entry point into this sector of the seafood industry and provides people with a range of core and underpinning skills and knowledge relevant to work as a field hand in the aquaculture sector. It is particularly applicable to school-based studies.

The qualification will have application for people working:

- on aquaculture farms or fishout/put-and-take operations
- in hatcheries and nurseries
- in live post-harvest holding facilities, such as processing plants, wholesalers or transporters
- in pet shops, public aquaria, zoos or other facilities with aquatic animals
- for companies providing contract specialist services for aquaculture operations.

Job roles

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Individuals operating at this level undertake a sequence of routine tasks under direction caring for stock which may be at varying stages of development. Duties may include:

- harvesting stock, carrying out post-harvest operations and preparing stock for transport
- maintaining the quality of stock culture environment or holding facility, including water quality, temperature and flow
- maintaining and constructing stock culture structures and other farm structures.

Work may vary between enterprises.

Job role titles may include:

- farm hand
- general hand
- shop hand
- feeder
- pond worker
- farm labourer
- hatchery or nursery assistant.

Pathways Information

Pathways into the qualification

Entry into this qualification may be:

- by direct entry and without prior aquaculture skills or knowledge
- through a school vocational studies program combined with work experience.

This qualification is suited to Australian Apprenticeship pathways.

Pathways from the qualification

After achieving this qualification, candidates may undertake a:

- SFI30111 Certificate III in Aquaculture
- SFI30311 Certificate III in Seafood Industry (Environmental Management Support).

Maritime competencies gained through SFI20111 Certificate II In Aquaculture may be counted towards a Coxswain maritime certification.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply for some competencies. Occupational health and safety (OHS), food safety, and environmental protection regulations apply to aquaculture enterprises.

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This qualification contains SFISHIP units for basic vessel operation skills. If a Coxswain certification is required then consider undertaking some or all of the units found in the electives, in the functional grouping, Maritime operations. The remaining competencies required to achieve the Coxswain certification can be gained in the SFI30111 Certificate III in Aquaculture.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI20111 Certificate II in Aquaculture The following table contains a summary of the employability skills as identified by the aquaculture sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• counting stock numbers • estimating percentage of feed consumed • estimating the duration of tasks • oral reporting on work activities, problems and abnormal stock behaviour to a supervisor • reading and interpreting standard operating procedures (SOPs) and equipment manufacturer guidelines • reading meters or test kits when making adjustments to culture environment or calibrating equipment • reading schedules relating to feeding, grading or harvesting • recording and reporting data.
Teamwork	• contributing to participative OHS arrangements • respecting people from diverse backgrounds • sharing information relevant to work with co-workers • undertaking duties in a positive manner to promote cooperation.
Problem solving	• assisting in solving problems • recognising and resolving problems and conflicts that may arise in the workplace • reporting problems to supervisor • recording and reviewing water quality data or environmental condition.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Initiative and enterprise	• adapting to new situations • identifying environmental, OHS and food safety hazards • monitoring and responding to changing weather conditions • monitoring stock and responding to abnormal activity.
Planning and organising	• collecting and checking equipment before beginning work activities • identifying hazards prior to commencing a job • moving equipment into position in readiness for work activities • planning to complete work within an allocated time frame.
Self-management	• prioritising work • seeking support to improve own performance.
Learning	• identifying own learning needs for future work requirements and career aspirations.
Technology	• using automated equipment, such as feeders and data loggers.

Packaging Rules

Packaging Rules

A total of fifteen (15) units of competency must be achieved.

- four (4) core units ***plus***
- four (4) aquaculture specialist elective units (Group A) ***plus***
- seven (7) elective units that may be selected from a combination of:
  - Group A aquaculture specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of three (3) units can be imported, however, at least 2 of those units must be aligned to Certificate II or III level. Units must be relevant to aquaculture operations and not duplicate skills already selected.

Core units of competency

Unit code	**Unit title**
SFICORE101C*	Apply basic food handling and safety practices

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Unit code	Unit title
SFICORE103C	Communicate in the seafood industry
SFICORE105B	Work effectively in the seafood industry
SFICORE106B	Meet workplace OHS requirements

** Note*: *SFICORE101C is not a required unit for operations that are growing or holding species not destined for human consumption. This includes ornamental or display species, stock for pearls, and stockers for conservation purposes. The unit FDFOP2063A* Apply *quality systems and procedures, is to be used in its place.*

Elective units of competency

Group A: **Aquaculture specialist units**

Unit code	Unit title
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

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Unit code	Unit title
SFIAQUA221A	Control predators and pests
SFIAQUA222A	Control diseases
AHCMOM304A	Operate machinery and equipment
MTMP2002C	Prepare animals for slaughter

Group B: **Other elective units**

Aquaculture operations

Unit code	Unit title
SFIAQUA220A	Use waders
SFIEMS201B	Participate in environmentally sustainable work practices
SFIFISH209C	Maintain the temperature of seafood
SFIFISH210C	Assemble and repair damaged netting
SFISTOR202C	Receive and distribute product
SFISTOR204A	Prepare, pack and dispatch stock for live transport
SFISTOR205A	Prepare, pack and dispatch non-live product

Diving operations

Unit code	Unit title
SFIFISH211A	Provide support for diving operations* *HLTFA311A Apply first aid*
SFIFISH312A	Perform breath-hold diving operations* *HLTFA311A Apply first aid*
SISOOPS304A	Plan for minimal environmental impact

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Unit code	Unit title
SROODR002A	Plan outdoor recreation activities
SROSCB001A	SCUBA dive in open water to a maximum depth of 18 metres

Farm operations

Unit code	Unit title
AHCBIO202A	Follow site quarantine procedures
AHCCHM201A	Apply chemicals under supervision
AHCCHM304A	Transport, handle and store chemicals
AHCMOM202A	Operate tractors
AHCMOM205A	Operate vehicles
AHCPMG201A	Treat weeds

Fishing operations

Unit code	Unit title
SFIFISH208C	Maintain, prepare, deploy and retrieve purse seines to land catch

Maintenance and operations support

Unit code	Unit title
AHCARB205A	Operate and maintain chainsaws
AHCINF204A	Fabricate and repair metal or plastic structures
AHCMOM204A	Undertake operational maintenance of machinery
RIICCM205A	Carry out manual excavation

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Unit code	Unit title
RIICCM208A	Carry out basic levelling
RIICCM211A	Erect and dismantle temporary fencing and gates
RIICRC208A	Lay pipes
RIISAM201A	Handle resources and infrastructure materials and safely dispose of non-toxic materials
RIISAM203B	Use hand and power tools
RIISAM204B	Operate small plant and equipment
SITHACS101	Clean premises and equipment

Maritime operations

The units in this group can contribute towards a TDM20307 Certificate II in Transport&Distribution (*Coastal Maritime Operations - Coxswain*) *Additional TDM units from this qualification are listed in Certificate III in Aquaculture*.

The units below are equivalent to the former Elements of Shipboard Safety.

Unit code	Unit title
TDMME507B	Transmit and receive information by marine radio or telephone
TDMMF1007B	Provide elementary first aid
TDMMF1107B	Survive at sea in the event of vessel abandonment
TDMMF5407A	Observe safety and emergency procedures on a coastal vessel
TDMMF5507A	Fight and extinguish fires on board a coastal vessel

Occupational health and safety

Unit code	Unit title
HLTFA311A	Apply first aid

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Ornamental operations

Unit code	Unit title
SIRXCCS201	Apply point-of-sale handling procedures
SIRXINV001A	Perform stock control procedures

Quality assurance and food safety

Unit code	Unit title
FDFOP2063A	Apply quality systems and procedures
FDFFS2001A	Implement the food safety program and procedures

Seafood processing

Unit code	Unit title
SFIPROC101C	Clean fish* *SFIPROC106B Work with knives*
SFIPROC102C	Clean work area
SFIPROC105B	Fillet fish and prepare portions* *SFIPROC106B Work with knives*
SFIPROC106B	Work with knives
SFIPROC201C	Head and peel crustaceans
SFIPROC203C	Shuck molluscs
FDFOP2056A	Operate a freezing process

Seafood sales, distribution and marketing

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Unit code	Unit title
SFIDIST202C	Retail fresh, frozen and live seafood
SIRXICT001A	Operate retail technology
SIRXCCS202	Interact with customers
SIRXFIN201	Balance and secure point-of-sale terminal

Seafood transport and storage

Unit code	Unit title
SFISTOR203C	Assemble and load refrigerated product
TLID1001A	Shift materials safely using manual handling methods
TLID2004A	Load and unload goods/cargo
TLILIC2001A	Licence to operate a forklift truck

Vessel operations

Unit code	Unit title
SFIFISH215B	Apply deckhand skills aboard a fishing vessel
SFISHIP201C	Comply with organisational and legislative requirements
SFISHIP205C	Maintain marine plant
SFISHIP206C	Operate a small vessel
SFISHIP207C	Operate and maintain outboard motors
SFISHIP208C	Operate low powered diesel engines

Business services

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Unit code	**Unit title**
BSBCUS201B	Deliver a service to customers
BSBINM201A	Process and maintain workplace information
BSBWOR204A	Use business technology
FNSACC301A	Process financial transactions and extract interim reports

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SFI20211 Certificate II in Fishing Operations

Modification History

Release	TP Version	Comments
4	SFI11v2	*SFIFISH201C Provide support for diving operations* replaced with *SFIFISH211A Provide support for diving operations* *SFIFISH307C Perform breath-hold diving operations* replaced with *SFIFISH312A Perform breath-hold diving operations*
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification provides the main entry point for individuals working in the fishing sector of the seafood industry. It contains the competencies required for a deckhand in the fishing sector. Units equivalent to the former Elements of Shipboard Safety are included in the electives.

The qualification will have application for people working:

- for aquaculture farms using wild caught broodstock or seedstock
- on fishing vessels
- on charter vessels.

Job roles

Individuals operating at this level undertake a broad range of routine processes and procedures which may include

- assisting with operation of fishing gear and equipment
- basic processing and temperature control of harvest
- general cleaning and maintenance of equipment and vessel
- handling, harvesting and sorting by-catch.

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Work may vary between enterprises.

Job role titles may include:

- fisher
- general deckhand.

Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- direct entry and without prior fishing operations skills or knowledge
- through a school vocational studies program combined with work experience
- prior vocational qualifications related to maritime certifications or fishing operations.

This qualification is suited to Australian Apprenticeship pathways.

Pathways from the qualification

After achieving this qualification, candidates may undertake a:

- SFI30211 Certificate III in Fishing Operations
- SFI40211 Certificate IV in Fishing Operations.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply for some competencies.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
SFI20211 Certificate II in Fishing Operations The following table contains a summary of the employability skills as identified by the fishing operations sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
outcomes described here are broad industry requirements and may vary from one workplace to another.	
Employability Skill	**Industry for this qualification include**:
Communication	• calculating workplace measures • completing forms/records accurately and legibly • estimating time to complete activities and routine workplace measures • expressing own opinion clearly and listening to others without interrupting • interpreting labels and descriptions • interpreting work-related instructions, notices and documents • reporting hazards • requesting assistance from appropriate personnel as needed.
Teamwork	• discussing work-related matters with others in a courteous manner appropriate to age and cultural background • participating in meetings • participating in OHS and emergency arrangements • sharing work-related information with co-workers • undertaking duties in a positive manner that promotes cooperation within the workplace • working with diverse individuals and groups.
Problem solving	• assisting in developing effective solutions to control level of risk associated with tasks • attempting to resolve personal workplace conflicts • recognising work-related problems and referring to appropriate person • solving problems by asking questions.
Initiative and enterprise	• adapting to new situations • raising issues, such as those related to OHS, food safety and environmental management with designated personnel • rectifying errors in recorded information • requesting additional support to improve own performance • taking corrective actions within scope of responsibility to maintain food safety standards.
Planning and organising	• assessing and prioritising work load within allocated timeframes and according to level of responsibility • collecting, analysing and organising information • minimising environmental hazards and risks in work area.
Self-management	• attending meetings on time • identifying hazards, and assessing and controlling risks

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• keeping work area clean and tidy • maintaining personal hygiene • prioritising work tasks • undertaking duties and taking responsibility at the appropriate level.
Learning	• identifying career pathways • identifying own learning needs to further career and/or develop skills and knowledge • undertaking learning as required for work.
Technology	• using basic technology skills to complete work documentation • using technology and related workplace equipment.

Packaging Rules

Packaging Rules

A total of fifteen (15) units of competency must be achieved.

- four (4) core units ***plus***
- four (4) fishing specialist elective units (Group A) ***plus***
- seven (7) elective units that may be selected from a combination of:
  - Group A fishing specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of three (3) units can be imported and at least two (2) of those units must be aligned to Certificate II or III level. Units must be relevant to fishing operations.

Core units of competency

Unit code	**Unit title**
SFICORE101C	Apply basic food handling and safety practices
SFICORE103C	Communicate in the seafood industry
SFICORE105B	Work effectively in the seafood industry

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Unit code	Unit title
SFICORE106B	Meet workplace OHS requirements

Elective units of competency

Group A: Fishing specialist units

Unit code	Unit title
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 Apply basic food handling and safety practices*
SFIPROC304B	Boil and pack crustaceans
MTMP2002C	Prepare animals for slaughter

Vessel operations

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Unit code	Unit title
SFIEMS201B	Participate in environmentally sustainable work practices
SFIFISH215B	Apply deckhand skills aboard a fishing vessel
SFIFISH311A	Operate vessel deck machinery and lifting appliance
SFISHIP201C	Comply with organisational and legislative requirements
SFISHIP202C	Contribute to safe navigation
SFISHIP206C	Operate a small vessel
SFISHIP207C	Operate and maintain outboard motors

Maritime operations

The units in this group can contribute towards a TDM20307 Certificate II in Transport&Distribution (*Coastal Maritime Operations - Coxswain*). *Additional TDM units from this qualification are available in Certificate III in Fishing Operations.*

The units below are equivalent to the former Elements of Shipboard Safety.

Unit code	Unit title
TDMME507B	Transmit and receive information by marine radio or telephone
TDMMF1007B	Provide elementary first aid
TDMMF1107B	Survive at sea in the event of vessel abandonment
TDMMF5407A	Observe safety and emergency procedures on a coastal vessel
TDMMF5507A	Fight and extinguish fires on board a coastal vessel

Vessel maintenance

Unit code	Unit title
SFISHIP208C	Operate low powered diesel engines
SFISHIP211C	Prepare for maintenance

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Unit code	Unit title
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations

Group B: **Other elective units**

Aquaculture operations

Unit code	Unit title
SFIAQUA220A	Use waders

Diving operations

Unit Code	Unit Title
SFIFISH211A	Provide support for diving operations* *HLTFA311A Apply first aid*
SFIFISH312A	Perform breath-hold diving operations* *HLTFA311A Apply first aid*
HLTFA311A	Apply first aid
SISOOPS304A	Plan for minimal environmental impact
SROSCB001A	SCUBA dive in open water to a maximum depth of 18 metres
SROODR002A	Plan outdoor recreation activities

Seafood processing

Unit code	Unit title
SFIPROC101C	Clean fish* *SFIPROC106B Work with knives*
SFIPROC102C	Clean work area

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Unit code	Unit title
SFIPROC105B	Fillet fish and prepare portions* *SFIPROC106B Work with knives*
SFIPROC106B	Work with knives

Seafood transport and storage

Unit code	Unit title
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
SITXINV001A	Receive and store stock
TLID2004A	Load and unload goods/cargo

Business services

Unit code	Unit title
BSBCUS201B	Deliver a service to customers
BSBINM201A	Process and maintain workplace information
BSBWOR204A	Use business technology
FNSACC301A	Process financial transactions and extract interim reports

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SFI20411 Certificate II in Fisheries Compliance Support

Modification History

Release	TP Version	Comments
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	Corrected formatting issues
1	SFI11	Initial release

Description

This qualification specifies the competencies relevant to people working at a local level in a support role to an agency or organisation that has legislated responsibility for the management of fisheries, both wild catch and aquaculture.

Job role

Typically, the qualification will have application for people in Indigenous Australian communities who strive for environmentally sustainable usage of the fisheries, and marine and freshwater environments in their regions.

The Certificate II in Fisheries Compliance Support has been developed for observers who can report on change and suspected non-compliance using only observable evidence as can be recorded, such as photographs and global positioning system (GPS) readings. People working in this role follow strict procedures and have no authority to approach or confront anyone acting suspiciously or suspected of non-compliance.

Pathways Information

Pathways into the qualification

Entry into this qualification may be:

- as an Indigenous sea ranger
- by direct entry without prior skills
- in conservation and land management activities
- in Indigenous fishing activities
- in vessel operations.

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Pathways from the qualification

After achieving this qualification, candidates may undertake:

- SFI30411 Certificate III in Fisheries Compliance.

This qualification is usually offered by training providers in conjunction with an agency responsible for fisheries management.

Some competencies are transferrable to other industries, such as conservation and land management, maritime, aquaculture and fishing.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles and vessels apply for some competencies.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI20411 Certificate II in Fisheries Compliance Support The following table contains a summary of the employability skills as identified by the fisheries compliance sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Agency requirements for this qualification include**:
Communication	• reading and interpreting workplace instructions and notices • clarifying workplace instructions and procedures • expressing own opinions • listening to others without interruption • responding to questions • communicating with the public in courteous, non-confrontational and culturally respectful manner • using verbal and non-verbal communication in a culturally sensitive way • using speed and distance calculations to estimate fuel usage and time

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• completing work-related forms accurately and legibly • recording workplace data.
Teamwork	• sharing relevant information with co-workers.
Problem solving	• rectifying errors in recording information on forms/documents • resolving or reporting workplace issues • reviewing operational plan and outcomes • making recommendations for improvement.
Initiative and enterprise	• identifying errors in recording information on forms/documents • identifying and reporting environmental hazards • identifying and reporting OHS hazards • applying principles of sustainability.
Planning and organising	• assessing own work and prioritising within allocated timeframes • making appropriate preparations for observation field trips.
Self-management	• seeking additional support to improve performance • seeking feedback on presentations from audience • undertaking responsibilities and duties in a positive manner.
Learning	• identifying career options and training opportunities within the enterprise and seafood industry • identifying own learning needs for future work requirements and career aspirations • willing to learn new skills and procedures.
Technology	• using business computer applications to prepare reports and record work information • using email for communications • using GPS.

Packaging Rules

Packaging Rules

A total of fifteen (15) units of competency must be achieved.

- four (4) core units ***plus***
- six (6) fisheries compliance specialist elective units (Group A) ***plus***
- five (5) elective units that may be selected from a combination of:
  - Group A fisheries compliance specialist units not yet selected for this qualification
  - Group B elective units

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- imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of three (3) units can be imported, however, at least two (2) of those units must be aligned to Certificate II or III level. Units must be relevant to fisheries compliance operations and not duplicate skills already selected.

Core units of competency

Unit code	Unit title
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

Elective units of competency

Group A: Fisheries compliance specialist units

Unit code	Unit title
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
SFICOMP310C	Operate off-road vehicles
SFIEMS201B	Participate in environmentally sustainable work practices
HLTFA311A	Apply first aid
PUATEA001B	Work in a team

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Group B: Other elective units

Conservation and environment

Unit code	Unit title
AHCCHM201A	Apply chemicals under supervision
AHCFAU201A	Recognise fauna
AHCILM201A	Maintain cultural places
AHCILM202A	Observe and report plants and/or animals
AHCILM203A	Record information about country
AHCINF202A	Install, maintain and repair fencing
AHCINF203A	Maintain properties and structures
AHCNAR202A	Maintain wildlife habitat refuges
AHCPGD206A	Conduct visual inspection of park facilities
AHCPMG201A	Treat weeds
AHCPMG202A	Treat plant pests, diseases and disorders
AHCSAW201A	Conduct erosion and sediment control activities

Maritime operations

These competencies can contribute towards a TDM20307 Certificate II in Transport&Distribution (*Coastal Maritime Operations - Coxswain*).

The competencies below are equivalent to the former Elements of Shipboard Safety.

Unit code	Unit title
TDMME507B	Transmit and receive information by marine radio or telephone
TDMMF1007B	Provide elementary first aid
TDMMF1107B	Survive at sea in the event of vessel abandonment

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Unit code	Unit title
TDMMF5407A	Observe safety and emergency procedures on a coastal vessel
TDMMF5507A	Fight and extinguish fires on board a coastal vessel

Vessel operations

Unit code	Unit title
SFISHIP201C	Comply with organisational and legislative requirements
SFISHIP202C	Contribute to safe navigation
SFISHIP206C	Operate a small vessel
SFISHIP207C	Operate and maintain outboard motors
SFISHIP208C	Operate low powered diesel engines
SFISHIP211C	Prepare for maintenance

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SFI20511 Certificate II in Seafood Processing

Modification History

Release	TP Version	Comments
2	SFI11v1.1	*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)* Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification represents the competencies relevant to people working in the seafood processing sector of the seafood industry in the capacity of a processing employee. It comprises the base entry point into this sector of the industry and provides people with a range of core and underpinning competencies relevant to their work.

The qualification will have application for people working:

- on aquaculture farms or fishout/put-and-take operations
- for contract harvesting and on-farm processing companies
- in processing plants
- for wholesalers or retailers.

Job roles

Individuals operating at this level undertake a broad range of routine processes and procedures which may include

- basic processing
- general cleaning and maintenance of equipment and facilities
- handling and slaughtering harvested stock.

Work may vary between enterprises.

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Job role titles may include:

- factory hand
- general or process worker
- seafood or fish processor.

Pathways Information

Pathways into the qualification

Entry into this qualification may be:

- by direct entry and without prior seafood processing skills or knowledge
- SFI10511 Certificate I in Seafood Processing
- other seafood industry stream qualifications.

Pathways from the qualification

After achieving this qualification, candidates may undertake a:

- SFI30511 Certificate III in Seafood Processing
- SFI30311 Certificate III in Seafood Industry (Environmental Management Support).

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply for some competencies.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
SFI20511 Certificate II in Seafood Processing The following table contains a summary of the employability skills as identified by the seafood processing sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Employability Skill	**Industry requirements for this qualification include**:
Communication	• communicating information about problems with work • communicating information relating to OHS • completing work forms and required written documentation • demonstrating effective and appropriate interpersonal skills • interpreting and applying workplace procedures and instructions • sharing workplace information • using communication and information technologies to support work operations.
Teamwork	• identifying own role and responsibilities within a team • identifying team goals • maintaining health and safety of work area for self and others • providing assistance to others in the work area • sharing work-related information • working as part of a team.
Problem solving	• applying knowledge of materials, product purpose and processes to work operations • checking performance of machines and equipment and identifying signs of faulty operations • identifying and reporting any workplace hazards • identifying workplace problems and making contributions to their solution • identifying and applying health and safety issues relating to work in the food industry • monitoring workplace activities and identifying and reporting non-compliances.
Initiative and enterprise	• asking questions regarding requirements and expectations • gathering and interpreting information to support safe and efficient work • inspecting quality of work on an ongoing basis • making suggestions for continuous improvement • providing feedback on procedures and processes • recording basic information on the quality and other indicators of work outcomes.
Planning and organising	• directing items to the correct area for further processing • identifying work requirements and work load priorities • identifying and using relevant personal protective equipment (PPE) • identifying and reporting issues affecting ability to meet work

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	outcomes • organising work area to maintain housekeeping standards • planning work activities to meet daily work requirements • selecting and organising relevant equipment and tools.
Self-management	• accepting responsibility for quality of own work • applying food safety practices • identifying personal responsibilities • keeping the work area clean and tidy at all times • maintaining own work efficiency • monitoring own work • participating in OHS practices • planning to meet required work outcomes of self and team.
Learning	• asking questions to expand own knowledge • assessing own competencies in meeting job requirements • attending training or skill development activities • identifying own skill requirements and seeking skill development if required • listening to feedback and advice of supervisors.
Technology	• performing minor maintenance on machinery in accordance with workplace practices • using work tools, machines and equipment safely and effectively • using manual handling technologies in the workplace.

Packaging Rules

Packaging Rules

A total of fifteen (15) units of competency must be achieved.

- four (4) core units ***plus***
- seven (7) seafood processing specialist elective units (Group A) ***plus***
- four (4) elective units that may be selected from a combination of:
  - Group A seafood processing specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of three (3) units can be imported, however, at least two (2) of those units must be aligned to Certificate II or III level. Units must be relevant to seafood processing and not duplicate skills already selected.

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Core units of competency

Unit code	Unit title
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

Elective units of competency

Group A: Seafood processing specialist units

Unit code	Unit title
SFIAQUA216B	Harvest cultured or held stock
SFIEMS201B	Participate in environmentally sustainable work practices
SFIFISH209C	Maintain the temperature of seafood
SFIPROC101C	Clean fish* *SFIPROC106B Work with knives*
SFIPROC102C	Clean work area
SFIPROC105B	Fillet fish and prepare portions* *SFIPROC106B Work with knives*
SFIPROC106B	Work with knives
SFIPROC201C	Head and peel crustaceans
SFIPROC202C	Process squid, cuttlefish and octopus
SFIPROC203C	Shuck molluscs
AHCLSK319A	Slaughter livestock

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Unit code	Unit title
FDFFS2001A	Implement the food safety program and procedures
FDFOP1005A	Operate basic equipment
FDFOP1006A	Monitor process operation
FDFOP1009A	Follow work procedures to maintain quality
FDFOP2011A	Conduct routine maintenance
FDFOP2019A	Fill and close product in cans
FDFOP2023A	Operate a packaging process
FDFOP2028A	Operate a mixing or blending process
FDFOP2036A	Operate an extrusion process
FDFOP2040A	Operate a heat treatment process
FDFOP2044A	Operate a retort process
FDFOP2045A	Operate pumping equipment
FDFOP2046A	Operate a production process
FDFOP2056A	Operate a freezing process
FDFOP2061A	Use numerical applications in the workplace
FDFOP2063A	Apply quality systems and procedures
FDFSUG218A	Operate a boiler - basic
FDFSUG222A	Operate a waste water treatment system

Group B: **Other elective units**

Competitive manufacturing

Unit code	Unit title
MSACMS201A	Sustain process improvements

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Unit code	Unit title
MSACMT260A	Use planning software systems in manufacturing
MSS402001A	Apply competitive systems and practices
MSS402010A	Manage the impact of change on own work
MSS402021A	Apply Just in Time procedures
MSS402030A	Apply cost factors to work practices
MSS402031A	Interpret product costs in terms of customer requirements
MSS402040A	Apply 5S procedures
MSS402050A	Monitor process capability
MSS402051A	Apply quality standards
MSS402061A	Use SCADA systems in operations
MSS402080A	Undertake root cause analysis
MSS402081A	Contribute to the application of a proactive maintenance strategy

Maintenance and operations support

Unit code	Unit title
SITHACS101	Clean premises and equipment

Quality assurance and food safety

Unit code	Unit title
FDFOP2013A	Apply sampling procedures

Seafood transport and storage

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Unit code	Unit title
SFIFISH311A	Operate vessel deck machinery and lifting appliance
SFISTOR204A	Prepare, pack and dispatch stock for live transport
SFISTOR205A	Prepare, pack and dispatch non-live product
SITXINV001A	Receive and store stock
TLID2013A	Move materials mechanically using automated equipment
TLID1002A	Shift a load using manually-operated equipment
TLID2004A	Load and unload goods/cargo
TLILIC0012A	Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)
TLILIC2001A	Licence to operate a forklift truck

Business services

Unit code	Unit title
BSBCUS201B	Deliver a service to customers
BSBINM201A	Process and maintain workplace information
BSBWOR204A	Use business technology
FNSACC301A	Process financial transactions and extract interim reports

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SFI20611 Certificate II in Seafood Industry (Sales and Distribution)

Modification History

Release	TP Version	Comments
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	*TLID2010A Operate a forklift* replaced with *TLILIC2001A Licence to operate a forklift truck* in response to regulatory changes Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification specifies the competencies relevant to people working in the sales and distribution sector of the seafood industry (wholesale and/or retail). It comprises the base entry point into this sector of the industry and provides people with a range of core and underpinning competencies relevant to retail and wholesale work.

The qualification will have application for people working:

- for seafood wholesalers, fish markets or retailers
- for transport, storage and holding companies
- on fishing dockside or aquaculture farm gate outlets or fishout/put-and-take operations.

Job roles

Individuals operating at this level undertake a broad range of routine processes and procedures which may include:

- handling and basic processing of seafood
- packing, labelling, holding or storage and distribution
- temperature control, including chilling, freezing and deep freezing
- weighing, grading and quality control
- wholesale or retail sales.

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Work may vary between enterprises.

Job role titles may include:

- factory hand
- seafood or fish packer
- seafood or fish seller
- seafood or fish transporter
- store person or assistant.

Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- direct entry
- SFI10511 Certificate I in Seafood Processing, or other seafood industry stream qualification
- vocational experience or tertiary studies related to farming or animal husbandry, fishing, working with seafood, general sales and distribution.

Pathways from the qualification

After achieving this qualification, candidates may undertake:

- SFI30611 Certificate III in Seafood Industry (Sales and Distribution).

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply for some competencies.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
SFI20611 Certificate II in Seafood Industry (**Sales and Distribution**) The following table contains a summary of the employability skills as identified by the Sales and Distribution sector for this qualification. This table should be interpreted in conjunction with the

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Industry requirements for this qualification include**:
Communication	• communicating information about problems with work • communicating information relating to OHS • completing work forms and required written documentation • demonstrating effective and appropriate interpersonal skills • interpreting and applying workplace procedures and instructions • sharing workplace information • using communication and information technologies to support work operations.
Teamwork	• identifying own role and responsibilities within a team • identifying team goals • maintaining health and safety of work area for self and others • providing assistance to others in the work area • sharing work-related information • working as part of a team.
Problem solving	• applying knowledge of materials, product purpose and processes to work operations • identifying and reporting any workplace hazards • identifying workplace problems and making contributions to their solution • identifying and applying OHS issues relating to work in the food industry • monitoring workplace activities and identifying and reporting non-compliances.
Initiative and enterprise	• asking questions regarding requirements and expectations • gathering and interpreting information to support safe and efficient work • inspecting quality of work on an ongoing basis • making suggestions for continuous improvement • providing feedback on procedures and processes • recording basic information on the quality and other indicators of work outcomes.
Planning and organising	• directing correct product for dispatch • identifying work requirements and work load priorities • identifying and using relevant personal protective equipment (PPE) • identifying and reporting issues affecting ability to meet work outcomes

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• organising work area to maintain housekeeping standards • planning work activities to meet daily work requirements • selecting and organising relevant product and load-shifting equipment • using stock rotation methods.
Self-management	• accepting responsibility for quality of own work • applying food safety practices • identifying personal responsibilities • keeping the work area clean and tidy at all times • maintaining own work efficiency • monitoring own work • participating in OHS practices • planning to meet required work outcomes of self and team.
Learning	• asking questions to expand own knowledge • assessing own competencies in meeting job requirements • attending training or skill development activities • identifying own skill requirements and seeking skill development if required • listening to feedback and advice of supervisors.
Technology	• using manual handling technologies in the workplace • using computer software to generate forms and labels, and record information.

Packaging Rules

Packaging Rules

A total of fifteen (15) units of competency must be achieved.

- four (4) core units ***plus***
- three (3) sales and distribution specialist elective units (Group A) ***plus***
- eight (8) elective units that may be selected from a combination of:
  - Group A sales and distribution specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of three (3) units can be imported, however, at least two (2) of those units must be aligned to Certificate II or III level. Units must be relevant to seafood sales and distribution and not duplicate skills already selected.

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Core units of competency

Unit code	Unit title
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

** Note*: *SFICORE101C is not a required unit for operations that are growing or holding species not destined for human consumption. This includes ornamental or display species, stock for pearls, and stockers for conservation purposes. The unit FDFOP2063A Apply quality systems and procedures, is to be used in its place.*

Elective units of competency

Group A: Sales and distribution specialist units

Unit code	Unit title
SFIDIST201C	Prepare, cook and retail seafood products
SFIDIST202C	Retail fresh, frozen and live seafood
SFIEMS201B	Participate in environmentally sustainable work practices
SFIFISH209C	Maintain the temperature of seafood
SFIPROC102C	Clean work area
FDFFS2001A	Implement the food safety program and procedures
FDFOP2010A	Work with temperature controlled stock

Group B: Other elective units

Business services

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Unit code	Unit title
BSBCUS201B	Deliver a service to customers
BSBINM201A	Process and maintain workplace information
BSBWOR204A	Use business technology
FNSACC301A	Process financial transactions and extract interim reports

Aquaculture operations

Unit code	Unit title
SFIAQUA205C	Feed stock
SFIAQUA206C	Handle stock
SFIAQUA209C	Manipulate stock culture environment
SFIAQUA213C	Monitor stock and environmental conditions
SFIAQUA221A	Control predators and pests
SFIAQUA222A	Control diseases

Occupational health and safety

Unit code	Unit title
HLTFA311A	Apply first aid

Quality assurance and food safety

Unit code	Unit title
FDFOP2063A	Apply quality systems and procedures

Retail operations

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Unit code	Unit title
SIRRMER001A	Merchandise food products* *SIRRFSA001A Apply retail food safety practices*
SIRRMER003A	Prepare and display fast food items* *SIRRFSA001A Apply retail food safety practices*
SIRRRPK001A	Advise on food products and services* *SIRRFSA001A Apply retail food safety practices*
SIRXCCS201	Apply point-of-sale handling procedures
SIRXCCS202	Interact with customers
SIRXCLM001A	Organise and maintain work areas
SIRXFIN201	Balance and secure point-of-sale terminal
SIRXICT001A	Operate retail technology
SIRXINV001A	Perform stock control procedures
SIRXRSK001A	Minimise theft
SIRXSLS002A	Advise on products and services
SIRXSLS201	Sell products and services

Seafood processing

Unit code	Unit title
SFIPROC101C	Clean fish* *SFIPROC106B Work with knives*
SFIPROC105B	Fillet fish and prepare portions* *SFIPROC106B Work with knives*
SFIPROC106B	Work with knives
SFIPROC201C	Head and peel crustaceans

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Unit code	Unit title
SFIPROC202C	Process squid, cuttlefish and octopus
SFIPROC203C	Shuck molluscs

Seafood transport and storage

Unit code	Unit title
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
TLID2013A	Move materials mechanically using automated equipment
TLID1001A	Shift materials safely using manual handling methods
TLID1002A	Shift a load using manually-operated equipment
TLID2004A	Load and unload goods/cargo
TLILIC2001A	Licence to operate a forklift truck

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SFI30111 Certificate III in Aquaculture

Modification History

Release	TP Version	Comments
4	SFI11v2	*SFIDIVE301B Work effectively as a diver in the seafood industry* replaced with *SFIDIVE309A Work effectively as a diver in the seafood industry* *SFIDIVE302B Perform diving operations using surface-supplied breathing apparatus* replaced with *SFIDIVE310A Perform diving operations using SSBA* *SFIDIVE303B Perform diving operations using self-contained underwater breathing apparatus* replaced with *SFIDIVE311A Perform diving operations using SCUBA* *SFIDIVE304B Undertake emergency procedures in diving operations using surface-supplied breathing apparatus* replaced with *SFIDIVE312A Undertake emergency procedures in diving operations using SSBA* *SFIDIVE305B Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus* replaced with *SFIDIVE313A Undertake emergency procedures in diving operations using SCUBA* *SFIDIVE306B Perform compression chamber diving operations* replaced with *SFIDIVE314A Perform compression chamber diving operations* *SFIDIVE307B Perform underwater work in the aquaculture sector* replaced with *SFIDIVE315A Perform underwater work in the aquaculture sector* *SFIDIVE308B Perform underwater work in the wild catch sector* replaced with *SFIDIVE316A Perform underwater work in the wild catch sector*
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	*TLID2010A Operate a forklift* replaced with *TLILIC2001A Licence to operate a forklift truck* in

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Release	TP Version	Comments
		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)* Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification specifies the competencies relevant to an individual working in the aquaculture sector of the seafood industry in the capacity of a skilled worker or leading hand.

The qualification will have application for people working:

- for companies providing contract specialist services for aquaculture operations
- in hatcheries and nurseries
- in live post-harvest holding facilities, such as processing plants, wholesalers or transporters
- in pet shops, public aquaria, zoos or other facilities with aquatic animals
- on aquaculture farms or fishout/put-and-take operations.

Job roles

An individual operating at this level will have a broad range of well-developed skills and the ability to adapt and transfer skills to new activities. That person will have some responsibility for decision making and may coordinate some team activities. Their duties may include:

- installing or constructing stock culture or holding structures and other allied structures
- maintaining the culture or holding environment by:
  - treating and disposing of effluent and wastes
  - monitoring environmental conditions
  - maintaining water quality
- overseeing stock-related activities, such as:
  - feeding, handling, harvesting and controlling predators, pests and diseases
- responsibility for:
  - operating high technology water treatment components
  - implementing emergency procedures

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- implementing occupational health and safety policies and guidelines.

Duties may vary between aquaculture and aquatic holding enterprises.

Job role titles may include:

- autonomous farm attendant
- junior technician
- leading hand
- senior shop hand
- shift or team leader
- supervisor
- work foreman.
-

Pathways Information

Pathways into the qualification

Entry into this qualification may be:

- by direct entry
- after completion of the SFI20111 Certificate II in Aquaculture.

This qualification is suited to Australian Apprenticeship pathways.

Pathways from the qualification

After achieving this qualification, candidates may undertake:

- SFI40111 Certificate IV in Aquaculture
- SFI40311 Certificate IV in Seafood Industry (Environmental Management).
-

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply to some competencies. Occupational health and safety (OHS), food safety and environmental protection regulations apply to aquaculture enterprises.

Entry Requirements

Not Applicable

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

SFI30111 Certificate III in Aquaculture

The following table contains a summary of the employability skills as identified by the aquaculture sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.

Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• counting stock numbers • estimating percentage of feed consumed • estimating the duration of tasks • reading and interpreting standard operating procedures (SOPs) and equipment manufacturer guidelines or instructions • reading meters or test kits when making adjustments to culture or holding environment or calibrating equipment • reading schedules relating to feeding, grading or harvesting • recording and reporting data • summarising oral reports of team members on work activities, problems and abnormal stock behaviour for a supervisor.
Teamwork	• contributing to participative OHS arrangements • overseeing or coordinating work of other team members • respecting people from diverse backgrounds • sharing information relevant to work with co-workers • undertaking duties in a positive manner to promote cooperation.
Problem solving	• developing practical and creative solutions to workplace problems either individually or in teams • recognising and resolving problems and conflicts that may arise in the workplace • recording and reviewing water quality data or environmental conditions • reporting problems to supervisor.
Initiative and enterprise	• adapting to new situations • being creative in response to workplace challenges • identifying opportunities that might not be obvious to others • identifying, assessing and managing environmental, OHS and food safety hazards • monitoring and responding to changing weather conditions • monitoring stock and responding to abnormal activity • recognising and reporting faulty equipment and following OHS procedures.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Planning and organising	• applying continuous improvement processes • coordinating labour, equipment and other resources to ensure that work is carried out according to timelines and priorities • establishing and communicating clear goals and deliverables for self and team members • identifying hazards prior to commencing a job • planning for self and work team to complete work within an allocated timeframe.
Self-management	• maintaining own knowledge of the job role, reviewing own performance and actively seeking and acting upon advice and guidance • prioritising work and completing delegated tasks • taking responsibility at the appropriate level.
Learning	• being open to learning, new ideas and techniques • identifying own learning needs for future work requirements and career aspirations • learning in a range of settings, including informal learning • sharing knowledge and skills with other team members.
Technology	• examining options for automation, mechanisation or other technology to reduce risks and improve efficiencies • using automated equipment, such as feeders and data loggers.

Packaging Rules

Packaging Rules

A total of eighteen (18) units must be achieved.

- four (4) core units ***plus***
- five (5) aquaculture specialist elective units (Group A) ***plus***
- nine (9) elective units that may be selected from a combination of:
  - Group A aquaculture specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported, however, at least two (2) of those units must be aligned to Certificate III or IV level. Units must be relevant to aquaculture operations and not duplicate units already selected.

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Core units of competency

Unit code	Unit title
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

** Note*: *SFICORE101C is not a required unit for aquaculture operations that are growing or holding ornamental or display species, stock for pearls, and stockers for conservation purposes. The unit FDFOP2063A Apply quality systems and procedures is to be used in its place.*

Elective units of competency

Group A: Aquaculture specialist units

Unit code	Unit title
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

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Unit code	Unit title
SFIAQUA317A	Oversee the control of diseases
SFIAQUA318A	Coordinate feed activities
SFIEMS301B	Implement and monitor environmentally sustainable work practices
SFIEMS302B	Act to prevent interaction with protected species
SFIOHS301C	Implement OHS policies and guidelines
AHCCHM303A	Prepare and apply chemicals
AHCLSK319A	Slaughter livestock

Group B: **Other elective units**

Aquaculture operations

Unit code	Unit title
SFIAQUA209C	Manipulate stock culture environment
SFIAQUA213C	Monitor stock and environmental conditions
SFIAQUA217B	Maintain stock culture, holding and other farm structures
SFIAQUA220A	Use waders
SFIFISH209C	Maintain the temperature of seafood
SFISTOR202C	Receive and distribute product
SFISTOR204A	Prepare, pack and dispatch stock for live transport
SFISTOR205A	Prepare, pack and dispatch non-live product
AHCWRK305A	Coordinate work site activities
FDFOP2063A	Apply quality systems and procedures

Crane operations

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Unit code	Unit title
TLILIC0012A	Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)
TLILIC3006A	Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)
TLILIC3008A	Licence to operate a slewing mobile crane (up to 20 tonnes)

Diving operations

Unit code	Unit title
SFIDIVE309A	Work effectively as a diver in the seafood industry* *HLTFA311A Apply first aid*
SFIDIVE310A	Perform diving operations using SSBA* *HLTFA311A Apply first aid*
SFIDIVE311A	Perform diving operations using SCUBA* *HLTFA311A Apply first aid*
SFIDIVE312A	Undertake emergency procedures in diving operations using SSBA* *HLTFA311A Apply first aid*
SFIDIVE313A	Undertake emergency procedures in diving operations using SCUBA* *HLTFA311A Apply first aid*
SFIDIVE314A	Perform compression chamber diving operations* *HLTFA311A Apply first aid*
SFIDIVE315A	Perform underwater work in the aquaculture sector* *HLTFA311A Apply first aid*
SFIDIVE316A	Perform underwater work in the wild catch sector* *HLTFA311A Apply first aid*

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Unit code	Unit title
SISOOPS304A	Plan for minimal environmental impact
SROSCB001A	SCUBA dive in open water to a maximum depth of 18 metres
SROODR002A	Plan outdoor recreation activities

Farm operations

Unit code	Unit title
AHCAGB301A	Keep records for a primary production business
AHCARB205A	Operate and maintain chainsaws
AHCBIO202A	Follow site quarantine procedures
AHCCHM201A	Apply chemicals under supervision
AHCCHM304A	Transport, handle and store chemicals
AHCMOM305A	Operate specialised machinery and equipment

Fishing operations

Unit code	Unit title
SFIFISH210C	Assemble and repair damaged netting
SFIFISH309B	Construct nets and customise design* *SFIFISH210C Assemble and repair damaged netting*
SFIFISH310A	Adjust and position fishing gear
SFIFISH311A	Operate vessel deck machinery and lifting appliance

Maintenance and operations support

Unit code	Unit title

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Unit code	Unit title
AHCINF303A	Plan and construct conventional fencing
AHCLSC302A	Construct landscape features using concrete
AHCLSC303A	Construct brick and/or block structures and features
AHCLSC304A	Erect timber structures and features
AHCLSK321A	Service and repair bores and windmills

Maritime operations

The units in this group comprise the remaining TDM units required to achieve TDM20307 Certificate II in Transport&Distribution (*Coastal Maritime Operations - Coxswain*). *TDM units equivalent to the former Elements of Shipboard Safety are also available in SFI20111 Certificate II in Aquaculture*.

Unit code	Unit title
TDMMB4507A	Monitor condition and seaworthiness of a small vessel up to 24 metres
TDMMC707C	Apply seamanship skills and techniques when operating a small vessel within limits of responsibility of a Coxswain
TDMMC907C	Manoeuvre a domestic vessel within limits of responsibility of a Coxswain
TDMME1107A	Contribute to effective communications and teamwork on a coastal vessel
TDMME507B	Transmit and receive information by marine radio or telephone
TDMMF1007B	Provide elementary first aid
TDMMF1107B	Survive at sea in the event of vessel abandonment
TDMMF3207C	Apply domestic regulations and industry practices when operating a small coastal vessel
TDMMF5407A	Observe safety and emergency procedures on a coastal vessel
TDMMF5507A	Fight and extinguish fires on board a coastal vessel

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Unit code	Unit title
TDMMH1207B	Plan and navigate a short voyage within inshore limits.
TDMMR3007B	Operate and carry out basic service checks on small vessel marine propulsion systems
TDMMR3107B	Operate and carry out basic servicing on auxiliary systems
TDMMR3207B	Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems
TDMMR5407B	Carry out refuelling and fuel transfer operations
TDMMU507B	Ensure compliance with environmental considerations in a small domestic vessel

Occupational health and safety

Unit code	Unit title
HLTFA311A	Apply first aid

Ornamental operations

Unit code	Unit title
ACMCAS305A	Maintain aquascapes and aquatic animals
SIRXICT303	Operate retail information technology systems
SIRXMER303	Coordinate merchandise presentation

Quality assurance, food safety and environmental management

Unit code	Unit title
SFIEMS401B	Conduct an internal audit of an environmental management system

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Unit code	Unit title
BSBRSK401A	Identify risk and apply risk management processes
FDFFS3001A	Monitor the implementation of quality and food safety programs* *FDFFS2001A Implement the food safety program and procedures*
FDFFS2001A	Implement the food safety program and procedures
FDFOP2013A	Apply sampling procedures
FDFTEC3001A	Participate in a HACCP team* *FDFFS2001A Implement the food safety program and procedures*

Seafood processing

Unit code	Unit title
SFIPROC302C	Handle and pack sashimi-grade fish
SFIPROC304B	Boil and pack crustaceans
MTMSR303A	Smoke product

Seafood transport and storage

Unit code	Unit title
SFISTOR301C	Operate refrigerated storerooms
SITXINV002A	Control and order stock* SITXINV001A Receive and store stock SITHCCC003B Receive and store kitchen supplies
SITXINV001A	Receive and store stock
SITHCCC003B	Receive and store kitchen supplies

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Unit code	Unit title
TLILIC2001A	Licence to operate a forklift truck

Vessel operations

Unit code	Unit title
SFIFISH215B	Apply deckhand skills aboard a fishing vessel
SFISHIP202C	Contribute to safe navigation
SFISHIP206C	Operate a small vessel
SFISHIP207C	Operate and maintain outboard motors
SFISHIP211C	Prepare for maintenance

Business services

Unit code	Unit title
BSBADM311A	Maintain business resources
BSBCUS301B	Deliver and monitor a service to customers
BSBFIA301A	Maintain financial records
BSBFIA302A	Process payroll
BSBFIA303A	Process accounts payable and receivable
BSBFIA401A	Prepare financial reports
BSBINM301A	Organise workplace information
BSBITU306A	Design and produce business documents
BSBITU307A	Develop keyboarding speed and accuracy
BSBITU309A	Produce desktop published documents
BSBRKG304B	Maintain business records

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Unit code	Unit title
BSBSUS201A	Participate in environmentally sustainable work practices

Corporate management

Unit code	Unit title
BSBFLM303C	Contribute to effective workplace relationships
BSBFLM306C	Provide workplace information and resourcing plans
BSBFLM309C	Support continuous improvement systems and processes
BSBFLM311C	Support a workplace learning environment
BSBFLM312C	Contribute to team effectiveness
BSBINN301A	Promote innovation in a team environment
BSBWOR301B	Organise personal work priorities and development

E-business

Unit code	Unit title
BSBITU305A	Conduct online transactions
BSBRES401A	Analyse and present research information
BSBRKG402B	Provide information from and about records

Training and assessment

Unit code	Unit title
TAEASS301B	Contribute to assessment
TAEDEL301A	Provide work skill instruction

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SFI30211 Certificate III in Fishing Operations

Modification History

Release	TP Version	Comments
4	SFI11v2	*SFIDIVE301B Work effectively as a diver in the seafood industry* replaced with *SFIDIVE309A Work effectively as a diver in the seafood industry* *SFIDIVE302B Perform diving operations using surface-supplied breathing apparatus* replaced with *SFIDIVE310A Perform diving operations using SSBA* *SFIDIVE303B Perform diving operations using self-contained underwater breathing apparatus* replaced with *SFIDIVE311A Perform diving operations using SCUBA* *SFIDIVE304B Undertake emergency procedures in diving operations using surface-supplied breathing apparatus* replaced with *SFIDIVE312A Undertake emergency procedures in diving operations using SSBA* *SFIDIVE305B Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus* replaced with *SFIDIVE313A Undertake emergency procedures in diving operations using SCUBA* *SFIDIVE306B Perform compression chamber diving operations* replaced with *SFIDIVE314A Perform compression chamber diving operations* *SFIDIVE307B Perform underwater work in the aquaculture sector* replaced with *SFIDIVE315A Perform underwater work in the aquaculture sector* *SFIDIVE308B Perform underwater work in the wild catch sector* replaced with *SFIDIVE316A Perform underwater work in the wild catch sector*
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	*TLID3033A Operate a vehicle-mounted loading crane* replaced with *TLILIC0012A Licence to*

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Release	TP Version	Comments
		operate a vehicle loading crane (capacity 10 metre tonnes and above) Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification contains the competencies required by an experienced deckhand undertaking a wide range of fishing operation tasks.

Maritime certifications, such as a Coxswain, cannot be achieved through this qualification. Refer to the TDM07 Maritime Training Package for relevant qualifications.

Skill Sets are available through the SFI11 Seafood Industry Training Package as an alternative for fishers using the TDM07 Maritime Training Package to gain a maritime certification. These include:

- Environmental Management Skill Set
- Fishing Operations Skill Set.

The qualification will have application for people working:

- for aquaculture farms using wild caught broodstock or seedstock
- on charter vessels
- on fishing vessels.

Job roles

Individuals operating at this level undertake a broad range of routine processes and procedures which may include:

- maintaining food safety and quality control procedures and policies
- overseeing cleaning and maintenance of equipment and vessel
- overseeing the handling, harvesting and sorting of by-catch
- selecting, deploying and operating fishing gear and equipment
- supervising or leading work teams.

Work may vary between enterprises.

Job role titles may include:

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- senior deckhand
- Coxswain.

Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- direct entry and with or without prior fishing operations skills or knowledge
- through a school vocational studies program combined with work experience
- prior vocational qualifications related to maritime certifications, fishing, seafood processing or aquaculture operations.

This qualification is suited to Australian Apprenticeship pathways.

Pathways from the qualification

After achieving this qualification, candidates may undertake a:

- SFI40211 Certificate IV in Fishing Operations
- SFI40311 Certificate IV in Seafood Industry (Environmental Management)
- SFI50211 Diploma of Fishing Operations.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply for some competencies.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY
SFI30211 Certificate III in Fishing Operations The following table contains a summary of the employability skills as identified by the fishing operations sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one workplace to another.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Employability Skill	**Industry for this qualification include**:
Communication	• completing forms/records accurately and legibly • estimating time to position fishing devices based on echo sounder • expressing own opinion clearly and listening to others without interrupting • giving clear instructions about tasks and methods to work teams • interpreting gear plans • interpreting work-related instructions, notices and documents • requesting assistance from appropriate personnel) as needed • reading and recording data from electronic detection equipment • reading tide tables.
Teamwork	• contributing to participative OHS and emergency arrangements • overseeing or coordinating work of other team members • respecting people from diverse backgrounds • sharing information relevant to work with co-workers • undertaking duties in a positive manner that promotes cooperation in the workplace.
Problem solving	• developing effective solutions to control level of risk associated with work tasks • identifying and rectifying unsafe and inefficient aspects of a work area • reconditioning or adjusting sub-optimal fishing gear • solving problems by asking questions and seeking advice.
Initiative and enterprise	• adapting to new situations • analysing fish catches to determine effectiveness and performance of fishing device • identifying, assessing and controlling environmental, OHS and food safety hazards within area of responsibility • monitoring and responding to changing weather conditions • recognising and reporting faulty equipment • using criteria to assess effectiveness of sub-optimal fishing gear.
Planning and organising	• coordinating labour, equipment and other resources to ensure that fishing operation is carried out according to strategy • developing a fishing strategy that takes into account all relevant factors • establishing and communicating clear directions and expectations to crew or on-land staff • following environmental management procedures • having appropriate techniques, tools and equipment for

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	maintaining and readying fish devices for deployment • identifying hazards prior to commencing and during the fishing operation or task • maintaining catch at required temperature • planning for self and work team to complete operation within an allocated timeframe.
Self-management	• maintaining own knowledge of the job role, reviewing own performance and actively seeking and acting upon advice and guidance • prioritising work and completing delegated tasks • taking responsibility for self and work outcomes of others at the appropriate level.
Learning	• being open to learning, new ideas and techniques • identifying own learning needs for future work requirements and career aspirations • undertaking learning as required for work.
Technology	• examining options mechanisation or other technology to reduce risks and improve efficiencies • monitoring position, concentration and movement of target species electronically • monitoring positions of vessel and fishing • using computer technology for recording information.

Packaging Rules

Packaging Rules

A total of eighteen (18) units of competency must be achieved.

- four (4) core units ***plus***
- four (4) fishing specialist elective units (Group A) ***plus***
- ten (10) elective units that may be selected from a combination of:
  - Group A fishing specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported and at least two (2) of those units must be aligned to Certificate III or IV level. Units must be relevant to workplace needs.

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Core units of competency

Unit code	Unit title
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

Elective units of competency

Group A: Fishing specialist units

Unit code	Unit title
SFIEMS301B	Implement and monitor environmentally sustainable work practices
SFIEMS302B	Act to prevent interaction with protected species
SFIFISH209C	Maintain the temperature of seafood
SFIFISH210C	Assemble and repair damaged netting
SFIFISH309B	Construct nets and customise design* *SFIFISH210C Assemble and repair damaged netting*
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
SFIOHS301C	Implement OHS policies and guidelines
AHCLSK319A	Slaughter livestock
BSBRSK401A	Identify risk and apply risk management processes

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Diving operations

Unit code	Unit title
SFIDIVE309A	Work effectively as a diver in the seafood industry* *HLTFA311A Apply first aid*
SFIDIVE310A	Perform diving operations using SSBA* *HLTFA311A Apply first aid*
SFIDIVE311A	Perform diving operations using SCUBA* *HLTFA311A Apply first aid*
SFIDIVE312A	Undertake emergency procedures in diving operations using SSBA* *HLTFA311A Apply first aid*
SFIDIVE313A	Undertake emergency procedures in diving operations using SCUBA* *HLTFA311A Apply first aid*
SFIDIVE314A	Perform compression chamber diving operations* *HLTFA311A Apply first aid*
SFIDIVE315A	Perform underwater work in the aquaculture sector* *HLTFA311A Apply first aid*
SFIDIVE316A	Perform underwater work in the wild catch sector* *HLTFA311A Apply first aid*
HLTFA311A	Apply first aid
SISOOPS304A	Plan for minimal environmental impact
SROSCB001A	SCUBA dive in open water to a maximum depth of 18 metres
SROODR002A	Plan outdoor recreation activities

Group B: Other elective units

Aquaculture operations

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Unit code	Unit title
SFIAQUA206C	Handle stock
SFIAQUA213C	Monitor stock and environmental conditions
SFIAQUA217B	Maintain stock culture, holding and other farm structures
SFIAQUA303C	Coordinate stock handling activities
SFIAQUA309C	Oversee harvest and post-harvest activities
SFIAQUA316A	Oversee the control of predators and pests
SFIAQUA317A	Oversee the control of diseases
SFIAQUA318A	Coordinate feed activities

Fishing charter operations

Unit code	Unit title
SFIFCHA301C	Develop information and advice on fishing charter trips
SFIFCHA302C	Operate an inshore day charter

Crane operations

Unit code	Unit title
TLILIC0012A	Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)
TLILIC3006A	Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)
TLILIC3008A	Licence to operate a slewing mobile crane (up to 20 tonnes)

Maritime operations

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Unit code	Unit title
TDMMB4507A	Monitor condition and seaworthiness of a small vessel up to 24 metres
TDMMC707C	Apply seamanship skills and techniques when operating a small vessel within limits of responsibility of a Coxswain
TDMMC907C	Manoeuvre a domestic vessel within limits of responsibility of a Coxswain
TDMME507B	Transmit and receive information by marine radio or telephone
TDMME1107A	Contribute to effective communications and teamwork on a coastal vessel
TDMMF1007B	Provide elementary first aid
TDMMF1107B	Survive at sea in the event of vessel abandonment
TDMMF3207C	Apply domestic regulations and industry practices when operating a small coastal vessel
TDMMF5407A	Observe safety and emergency procedures on a coastal vessel
TDMMF5507A	Fight and extinguish fires on board a coastal vessel
TDMMH1207B	Plan and navigate a short voyage within inshore limits.
TDMMR3007B	Operate and carry out basic service checks on small vessel marine propulsion systems
TDMMR3107B	Operate and carry out basic servicing on auxiliary systems
TDMMR3207B	Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems
TDMMR5407B	Carry out refuelling and fuel transfer operations
TDMMU507B	Ensure compliance with environmental considerations in a small domestic vessel

Observer operations

Unit code	Unit title

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Unit code	Unit title
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

Quality assurance, food safety and environmental management

Unit code	Unit title
SFIEMS401B	Conduct an internal audit of an environmental management system
FDFFS2001A	Implement the food safety program and procedures
FDFFS3001A	Monitor the implementation of quality and food safety programs* *FDFFS2001A Implement the food safety program and procedures*
FDFTEC3001A	Participate in a HACCP team* *FDFFS2001A Implement the food safety program and procedures*

Seafood processing

Unit code	Unit title
SFIPROC302C	Handle and pack sashimi-grade fish

Seafood transport and storage

Unit code	Unit title
SITHCCC003B	Receive and store kitchen supplies

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Unit code	Unit title
SITXINV001A	Receive and store stock
SITXINV002A	Control and order stock* *SITXINV001A Receive and store stock* *SITHCCC003B Receive and store kitchen supplies*
FDFOP2010A	Work with temperature controlled stock

Vessel operations

Unit code	Unit title
SFISHIP201C	Comply with organisational and legislative requirements
SFISHIP202C	Contribute to safe navigation
SFISHIP206C	Operate a small vessel
SFISHIP207C	Operate and maintain outboard motors
SFISHIP211C	Prepare for maintenance

Business services

Unit code	Unit title
BSBADM311A	Maintain business resources
BSBCUS301B	Deliver and monitor a service to customers
BSBFIA301A	Maintain financial records
BSBFIA302A	Process payroll
BSBFIA303A	Process accounts payable and receivable
BSBFIA401A	Prepare financial reports
BSBINM301A	Organise workplace information

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Unit code	Unit title
BSBITU306A	Design and produce business documents
BSBITU307A	Develop keyboarding speed and accuracy
BSBITU309A	Produce desktop published documents
BSBRKG304B	Maintain business records
BSBSUS201A	Participate in environmentally sustainable practices

Corporate management

Unit code	Unit title
BSBFLM303C	Contribute to effective workplace relationships
BSBFLM306C	Provide workplace information and resourcing plans
BSBFLM309C	Support continuous improvement systems and processes
BSBFLM311C	Support a workplace learning environment
BSBFLM312C	Contribute to team effectiveness
BSBINN301A	Promote innovation in a team environment
BSBWOR301B	Organise personal work priorities and development

E-business

Unit code	Unit title
BSBITU305A	Conduct online transactions
BSBRES401A	Analyse and present research information
BSBRKG402B	Provide information from and about records

Training and assessment

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Unit code	**Unit title**
TAEASS301B	Contribute to assessment
TAEDEL301A	Provide work skill instruction

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SFI30311 Certificate III in Seafood Industry (Environmental Management Support)

Modification History

Release	TP Version	Comments
4	SFI11v2.1	*AHCILM303A Work in an Indigenous community or organisation* with *AHCILM305A Work with an Aboriginal Community or organistion*
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

Not Applicable

Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- direct entry without prior experience
- SFI20111 Certificate II in Aquaculture
- SFI20211 Certificate II in Fishing Operations
- SFI20511 Certificate II in Seafood Processing
- SFI20611 Certificate II in Seafood Industry (Sales and Distribution)
- vocational and tertiary studies related to environmental management.

Pathways from the qualification

After achieving this qualification, candidates may undertake:

- SFI40111 Certificate IV in Aquaculture
- SFI40211 Certificate IV in Fishing Operations
- SFI40311 Certificate IV in Seafood Industry (Environmental Management)

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- SFI40511 Certificate IV in Seafood Processing
- SFI40611 Certificate IV in Seafood Industry (Sales and Distribution).

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply to some competencies.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI30311 Certificate III in Seafood Industry (**Environmental Management Support**) The following table contains a summary of the employability skills as identified by the aquaculture sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Industry requirements for this qualification include**:
Communication	• consulting with, and contributing to, community and regional forums on local environmental management matters • promoting principles of environmental sustainability to staff • providing skills training • reading and interpreting regulatory and legislated information • recording environmental monitoring data presenting information in graphs and tables • reporting on environmental monitoring.
Teamwork	• contributing to participative OHS arrangements • overseeing or coordinating work of other team members • respecting people from diverse backgrounds • sharing information relevant to work with co-workers • undertaking duties in a positive manner to promote cooperation.
Problem solving	• developing practical and creative solutions to workplace problems either individually or in teams • recognising and resolving problems and conflicts that may arise in workplace • recording and reviewing water quality data or environmental

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	conditions • reporting problems to supervisor.
Initiative and enterprise	• adapting to new situations • being creative in response to workplace challenges • identifying, assessing and managing environmental, OHS and food safety hazards • identifying opportunities that might not be obvious to others.
Planning and organising	• applying continuous improvement processes • coordinating labour, equipment and other resources to ensure that work is carried out according to timelines and priorities • establishing and communicating clear goals and deliverables for self and team members • identifying hazards prior to commencing a job • planning for self and work team to complete work within an allocated timeframe.
Self-management	• maintaining own knowledge of the job role, reviewing own performance and actively seeking and acting upon advice and guidance • prioritising work and completing delegated tasks • taking responsibility at the appropriate level.
Learning	• being open to learning, new ideas and techniques • identifying own learning needs for future work requirements and career aspirations • learning in a range of settings, including informal learning • sharing knowledge and skills with other team members.
Technology	• examining options for automation, mechanisation or other technology to reduce risks and improve efficiencies • recognising and reporting faulty equipment • using computer software for present information • using technology to measure, record and interpret data.

Packaging Rules

Packaging Rules

A total of eighteen (18) units of competency must be achieved.

- six (6) core units ***plus***
- three (3) environmental management specialist elective units (Group A) ***plus***

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- nine (9) elective units that may be selected from a combination of:
  - Group A environmental management specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported, however, at least two (2) of those units must be aligned to Certificate III or IV level. Units must be relevant to environmental management and not duplicate units already selected.

Core units of competency

Unit code	**Unit title**
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
SFIEMS301B	Implement and monitor environmentally sustainable work practices
BSBRSK401A	Identify risk and apply risk management processes

* *Note*: *SFICORE101C is not a required unit for operations that are growing or holding species not destined for human consumption. This includes ornamental or display species, stock for pearls, and stockers for conservation purposes. The unit FDFOP2063A Apply quality systems and procedures, is to be used in its place.*

Elective units of competency

Group A: **Environmental management specialist units**

Unit code	**Unit title**
SFIAQUA308C	Maintain water quality and environmental monitoring
SFIAQUA315A	Oversee emergency procedures for on-land operations

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Unit code	Unit title
SFIEMS302B	Act to prevent interaction with protected species
SFIOHS301C	Implement OHS policies and guidelines
BSBFLM309C	Support continuous improvement systems and processes
BSBFLM311C	Support a workplace learning environment
BSBINN301A	Promote innovation in a team environment
FDFFS3001A	Monitor the implementation of quality and food safety programs* *FDFFS2001A Implement the food safety program and procedures*
FDFTEC3001A	Participate in a HACCP team* *FDFFS2001A Implement the food safety program and procedures*
TAEDEL301A	Provide training in work skill instruction

Group B: **Other elective units**

Community management

Unit code	Unit title
AHCCCF412A	Coordinate board/committee elections
AHCCCF413A	Service committees
AHCCCF414A	Coordinate fund-raising activities
AHCCCF415A	Coordinate social events to support group purposes
AHCCCF416A	Present proposed courses of action to meeting
AHCILM305A	Work in an Aboriginal Community or organisation
SRXGRO002A	Deal with conflict

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Conservation and environment

Unit code	Unit title
SFIEMS401B	Conduct an internal audit of an environmental management system
AHCNAR303A	Implement revegetation works
AHCVPT303A	Survey pest animals
AHCSAW302A	Implement erosion and sediment control measures
AHCPMG407A	Monitor and evaluate the local pest management action plan
AHCWRK404A	Ensure compliance with pest legislation
AHCLPW304A	Carry out inspection of designated area
AHCNAR301A	Maintain natural areas
AHCNAR302A	Collect and preserve biological samples
AHCPMG303A	Maintain biological cultures
FPICOT2233B	Navigate in forest areas
FPIFGM3202B	Extract seed
FPIFGM2201B	Collect seed

Observer operations

Unit code	Unit title
SFIOBSV301B	Monitor and record fishing operations
SFIOBSV302B	Collect reliable scientific data and samples
SFIOBSV303B	Collect routine fishery management data
SFIOBSV304B	Analyse and report on-board observations

Occupational health and safety

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Unit code	Unit title
HLTFA311A	Apply first aid
SFIAQUA220A	Use waders

Quality assurance, food safety and environmental management

Unit code	Unit title
BSBSUS201A	Participate in environmentally sustainable work practices
FDFFS2001A	Implement the food safety program and procedures
FDFOP2063A	Apply quality systems and procedures

Business services

Unit code	Unit title
BSBITU307A	Develop keyboarding speed and accuracy
BSBITU309A	Produce desktop published documents
BSBFIA302A	Process payroll
BSBFIA303A	Process accounts payable and receivable
BSBFIA401A	Prepare financial reports
BSBINM301A	Organise workplace information
BSBITU306A	Design and produce business documents
BSBADM311A	Maintain business resources
BSBFIA301A	Maintain financial records
BSBCUS301B	Deliver and monitor a service to customers
BSBRKG304B	Maintain business records

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Corporate management

Unit code	Unit title
BSBWOR301B	Organise personal work priorities and development
BSBINN301A	Promote innovation in a team environment
BSBFLM303C	Contribute to effective workplace relationships
BSBFLM306C	Provide workplace information and resourcing plans
BSBFLM309C	Support continuous improvement systems and processes
BSBFLM311C	Support a workplace learning environment
BSBFLM312C	Contribute to team effectiveness

Training and assessment

Unit code	Unit title
TAEASS301B	Contribute to assessment
TAEDEL301A	Provide work skill instruction

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SFI30411 Certificate III in Fisheries Compliance

Modification History

Release	TP Version	Comments
2	SFI11v1.1	Corrected formatting issues
1	SFI11	Initial release

Description

This qualification specifies the minimum requirement for entry into a career as a trainee fisheries officer.

Job role

A person operating at this level will be engaged in promoting compliance with fisheries legislation for recreational and commercial fishers, and the general public. On occasions it may be necessary to exercise compliance powers.

Job title includes:

- trainee fisheries officer.

Pathways Information

Pathways into the qualification

Entry into this qualification may be:

- after completing SFI20411 Certificate II in Fisheries Compliance Support
- after completing studies, either tertiary or vocational, in marine environmental management
- after gaining vessel skills
- by direct entry without prior skills.

Pathways from the qualification

After achieving this qualification, candidates may undertake:

- SFI40411 Certificate IV in Fisheries Compliance.

This qualification is usually undertaken by fisheries officers as part of their career development, and the agency's workforce development plan.

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Licensing/Regulatory Information

Licensing, **legislative**, **regulatory or certification considerations**

Licences for operating motor vehicles and vessels apply for some competencies.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI30411 Certificate III in Fisheries Compliance The following table contains a summary of the employability skills as identified by the fisheries compliance sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Agency requirements for this qualification include**:
Communication	• using verbal and non-verbal communication in a culturally sensitive way • adapting communication techniques to identified audience • negotiating relevant solutions to issues or incidents • stating and substantiating own position clearly and effectively • producing accurate, completed, legible and understandable forms and reports • using active and accurate listening skills when taking statements • counting and measuring fish and fish catches.
Teamwork	• sharing information with agency sanctioned fellow officers
Problem solving	• resolving or reporting workplace issues • reviewing operational plan and outcomes • making recommendations for improvement.
Initiative and enterprise	• applying principles of sustainability • identifying and reporting environmental hazards • identifying and reporting OHS hazards.
Planning and organising	• analysing, sorting and collating information according to criteria • arranging court appearances • forwarding court documents within required timeframe • scheduling vehicle and outboard motor maintenance and services.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Self-management	• seeking additional support to improve performance • seeking feedback on presentations from audience • undertaking responsibilities and duties in a positive manner
Learning	• identifying career options and training opportunities within the enterprise and seafood industry • identifying own learning needs for future work requirements and career aspirations • willing to learn new skills and procedures.
Technology	• using business computer applications to prepare reports and record work information • using email for communications • using global positioning system (GPS).

Packaging Rules

Packaging Rules

A total of sixteen (16) units of competency must be achieved.

- three (3) core units ***plus***
- eight (8) fisheries compliance specialist elective units (Group A) ***plus***
- five (5) elective units that may be a combination of:
  - Group A fisheries compliance specialist elective units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of three (3) units can be imported, however, at least two (2) of those units must be aligned to Certificate III level. Units must be relevant to fisheries compliance operations and not duplicate skills already selected.

Core units of competency

Unit code	**Unit title**
SFICORE101C	Apply basic food handling and safety practices
SFICORE105B	Work effectively in the seafood industry

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Unit code	Unit title
SFICORE106B	Meet workplace OHS requirements

Elective units of competency

Group A: **Fisheries compliance specialist units**

Unit code	Unit title
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
PSPETHC301B	Uphold the values and principles of public service
PSPLEGN301B	Comply with legislation in the public sector

Group B: **Other elective units**

Observer

Unit code	Unit title
SFIOBSV301B	Monitor and record fishing operations
SFIOBSV302B	Collect reliable scientific data and samples
SFIOBSV303B	Collect routine fishery management data
SFIOBSV304B	Analyse and report on board observations

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Maritime operations

The units in this group can contribute towards a TDM20307 Certificate II in Transport&Distribution (*Coastal Maritime Operations - Coxswain*).

Unit code	Unit title
TDMME507B	Transmit and receive information by marine radio or telephone
TDMMF1007B	Provide elementary first aid
TDMMF1107B	Survive at sea in the event of vessel abandonment
TDMMF5407A	Observe safety and emergency procedures on a coastal vessel
TDMMF5507A	Fight and extinguish fires on board a coastal vessel

Vessel operations

Unit code	Unit title
SFISHIP206C	Operate a small vessel
SFISHIP207C	Operate and maintain outboard motors
SFISHIP202C	Contribute to safe navigation

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SFI30511 Certificate III in Seafood Processing

Modification History

Release	TP Version	Comments
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	*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)* Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification represents the competencies relevant to people working in the seafood processing sector of the seafood industry.

The qualification will have application for people working:

- for contract harvesting and on-farm processing companies
- for wholesalers or retailers
- in processing plants
- on aquaculture farms or fishout/put-and-take operations.

Job roles

Individuals operating at this level undertake a broad range of routine processes and procedures which may include:

- advanced processing
- calibration and maintenance of equipment and facilities
- handling and slaughtering harvested stock

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- maintaining food safety and quality control procedures and policies
- supervising or leading work teams.

Work may vary between enterprises.

Job role titles may include:

- autonomous processor
- leading or senior fish processor
- process manager
- supervisor
- shift manager.

Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- direct entry
- SFI20511 Certificate II in Seafood Processing
- vocational experience or tertiary studies related to processing animals, fishing, working on vessels, working with hands/manual labouring and trade skills.

Pathways from the qualification

After achieving this qualification, candidates may undertake:

- SFI40511 Certificate IV in Seafood Processing
- SFI40311 Certificate IV in Seafood Industry (Environmental Management).

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply to some competencies.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

SFI30511 Certificate III in Seafood Processing

The following table contains a summary of the employability skills as identified by the seafood processing sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.

Employability Skill	**Industry requirements for this qualification include**:
Communication	• completing standard documentation • confirming relevant industry and workplace requirements • ensuring records are accurate and legible • establishing effective working relationships with colleagues • providing relevant work-related information to others • supporting team communication practices • understanding personal and team requirements of relevant industry and workplace standards, regulations and policies • undertaking interactive workplace communication • using communication technologies efficiently.
Teamwork	• demonstrating and encouraging others in working cooperatively with people of different ages, gender, race or religion • explaining and implementing work team reporting requirements • monitoring work team tasks in accordance with regulatory and workplace requirements • providing support to team members • undertaking appropriate and effective communication with team members.
Problem solving	• assessing processes and outcomes against quality criteria • evaluating skill requirements of work tasks • identifying risks and implementing risk control measures for machinery and equipment • identifying and addressing problems and faults • implementing food safety procedures • providing problem-solving support to team members • using problem-solving techniques to determine work requirements.
Initiative and enterprise	• collecting and assessing data and information on work processes • contributing to and promoting continuous improvement processes • identifying non-conformances to standards and taking appropriate action

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• identifying, assessing and acting on existing and potential risks • monitoring and adjusting activity in response to operational variations • rectifying problems promptly and appropriately • seeking and providing feedback on procedures and processes.
Planning and organising	• allocating tasks to operators and monitor outcomes • determining work requirements in order to meet output targets • ensuring work tools are ready and available for operations • identifying priorities and variables that impact on work planning • implementing contingency plan promptly when incidents occur • planning work tasks for self and others as required.
Self-management	• conducting regular housekeeping activities during shift to keep work area clean and tidy at all times • identifying and applying safety procedures, including the use of personal protective equipment (PPE) • maintaining currency of relevant, work-related information • managing own work to meet performance criteria • managing work load priorities and timelines • monitoring information in work area • monitoring own work against quality standards and identifying areas for improvement • understanding own work activities and responsibilities.
Learning	• asking questions to expand own knowledge • assessing competencies in meeting job requirements • maintaining skill and knowledge currency • participating in meetings to inform work practices • recognising limits of own expertise and seeking skill development if required.
Technology	• monitoring machine operation • performing minor maintenance on machinery • using work machines or equipment in correct operational mode • working with technology safely and according to workplace standards.

Packaging Rules

Packaging Rules

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A total of eighteen (18) units of competency must be achieved.

- four (4) core units ***plus***
- seven (7) seafood processing specialist elective units (Group A) ***plus***
- seven (7) elective units that may be selected from a combination of:
  - Group A seafood processing specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported, however, at least two (2) of those units must be aligned to Certificate III or IV level. Units must be relevant to seafood processing and not duplicate units already selected.

Core units of competency

Unit code	**Unit title**
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

Elective units of competency

Group A: **Seafood processing specialist units**

Unit code	**Unit title**
SFIAQUA216B	Harvest cultured or held stock
SFIEMS301B	Implement and monitor environmentally sustainable work practices
SFIOHS301C	Implement OHS policies and procedures
SFIPROC101C	Clean fish* *SFIPROC106B Work with knives*
SFIPROC102C	Clean work area

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Unit code	Unit title
SFIPROC105B	Fillet fish and prepare portions* *SFIPROC106B Work with knives*
SFIPROC106B	Work with knives
SFIPROC302C	Handle and pack sashimi-grade fish
SFIPROC304B	Boil and pack crustaceans
SFIPROC305B	Slaughter and process crocodiles* *SFIPROC106B Work with knives*
SFIPROC401C	Evaluate a batch of seafood
SFISTOR301C	Operate refrigerated storerooms
AHCLSK319A	Slaughter livestock
AHCWRK305A	Coordinate work site activities
FDFFS2001A	Implement the food safety program and procedures
FDFFS3001A	Monitor the implementation of quality and food safety programs* *FDFFS2001A Implement the food safety program and procedures*
FDFOP2063A	Apply quality systems and procedures
FDFOP3003A	Operate interrelated processes in a production system
FDFOP3004A	Operate interrelated processes in a packaging system
FDFPPL3002A	Report on workplace performance
FDFPPL3003A	Support and mentor individuals and groups
FDFTEC3001A	Participate in a HACCP team* *FDFFS2001A Implement the food safety program and procedures*
FDFTEC3002A	Implement the pest prevention program
FDFTEC3003A	Apply raw materials, ingredient and process knowledge to production problems

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Unit code	Unit title
MSAPMSUP303A	Identify equipment faults
MSL924001A	Process and interpret data
MSL933001A	Maintain the laboratory/field workplace fit for purpose
MSL973001A	Perform basic tests
MTMCOR403A	Participate in OHS risk control process* *MTMCOR204A Follow safe work policies and procedures*
MTMSR303A	Smoke product

Group B: **Other elective units**

Competitive manufacturing

Unit code	Unit title
MSACMS201A	Sustain process improvements
MSACMS401A	Ensure process improvements are sustained
MSACMT260A	Use planning software systems in manufacturing
MSACMT423A	Monitor a manufacturing levelled pull system* *MSACMT280A Undertake root cause analysis*
MSACMT440A	Lead 5S in a manufacturing environment
MSACMT441A	Facilitate continuous improvement in manufacturing
MSACMT460A	Facilitate the use of planning software systems in manufacturing* *MSACMT260A Use planning software systems in manufacturing*
MSAPMOPS405A	Identify problems in fluid power system
MSAPMOPS406A	Identify problems in electronic control systems
MSAPMPER300B	Issue work permits

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Unit code	Unit title
MSAPMSUP310A	Contribute to development of plant documentation
MSAPMSUP390A	Use structured problem solving tools
MSS402001A	Apply competitive systems and practices
MSS402010A	Manage the impact of change on own work
MSS402021A	Apply Just in Time procedures
MSS402030A	Apply cost factors to work practices
MSS402031A	Interpret product costs in terms of customer requirements
MSS402040A	Apply 5S procedures
MSS402050A	Monitor process capability
MSS402051A	Apply quality standards
MSS402061A	Use SCADA systems in operations
MSS402080A	Undertake root cause analysis
MSS402081A	Contribute to the application of a proactive maintenance strategy
MSS403010A	Facilitate change in an organisation implementing competitive systems and practices
MSS403021A	Facilitate a Just in Time system
MSS403051A	Mistake proof a production process
MSS404050A	Undertake process capability improvements* MSS404052A Apply statistics to operational processes
MSS404052A	Apply statistics to operational processes
MSS404082A	Assist in implementing a proactive maintenance strategy
MSS404083A	Support proactive maintenance

Occupational health and safety

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Unit code	Unit title
HLTFA311A	Apply first aid

Seafood processing

Unit code	Unit title
SFIAQUA315A	Oversee emergency procedures for on-land operations
SFIDIST201C	Prepare, cook and retail seafood products
SFIDIST202C	Retail fresh, frozen and live seafood
SFIFISH209C	Maintain the temperature of seafood
SFIPROC201C	Head and peel crustaceans
SFIPROC202C	Process squid, cuttlefish and octopus
SFIPROC203C	Shuck molluscs
SFISTOR202C	Receive and distribute product
FDFOP1005A	Operate basic equipment
FDFOP1006A	Monitor process operation
FDFOP2011A	Conduct routine maintenance
FDFOP2013A	Apply sampling procedures
FDFOP2019A	Fill and close product in cans
FDFOP2023A	Operate a packaging process
FDFOP2028A	Operate a mixing or blending process
FDFOP2036A	Operate an extrusion process
FDFOP2040A	Operate a heat treatment process
FDFOP2044A	Operate a retort process
FDFOP2045A	Operate pumping equipment

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Unit code	Unit title
FDFOP2046A	Operate a production process
FDFOP2056A	Operate a freezing process
SIRXCCS201	Apply point-of-sale handling procedures
FDFSUG218A	Operate a boiler - basic
FDFSUG222A	Operate a waste water treatment system

Seafood transport and storage

Unit code	Unit title
SFIFISH311A	Operate vessel deck machinery and lifting appliance
FDFOP2010A	Work with temperature controlled stock
SITHCCC003B	Receive and store kitchen supplies
SITXINV001A	Receive and store stock
SITXINV002A	Control and order stock* *SITXINV001A Receive and store stock* *SITHCCC003B Receive and store kitchen supplies*
TLIA4025A	Regulate temperature controlled stock
TLILIC0012A	Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)
TLILIC2001A	Licence to operate a forklift truck

Business services

Unit code	Unit title
BSBADM311A	Maintain business resources
BSBITU306A	Design and produce business documents

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Unit code	Unit title
BSBCUS301B	Deliver and monitor a service to customers
BSBFIA301A	Maintain financial records
BSBFIA302A	Process payroll
BSBFIA303A	Process accounts payable and receivable
BSBFIA401A	Prepare financial reports
BSBINM301A	Organise workplace information
BSBITU307A	Develop keyboarding speed and accuracy
BSBITU309A	Produce desktop published documents
BSBRKG304B	Maintain business records
BSBSUS201A	Participate in environmentally sustainable work practices

Frontline management

Unit code	Unit title
BSBFLM303C	Contribute to effective workplace relationships
BSBFLM306C	Provide workplace information and resourcing plans
BSBFLM309C	Support continuous improvement systems and processes
BSBFLM311C	Support a workplace learning environment
BSBINN301A	Promote innovation in a team environment
BSBITU305A	Conduct online transactions
BSBRES401A	Analyse and present research information
BSBRKG402B	Provide information from and about records
BSBWOR301B	Organise personal work priorities and development

Training and assessment

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Unit code	Unit title
TAEASS301B	Contribute to assessment
TAEDEL301A	Provide work skill instruction

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SFI30611 Certificate III in Seafood Industry (Sales and Distribution)

Modification History

Release	TP Version	Comments
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	*TLID2010A Operate a forklift* replaced with *TLILIC2001A Licence to operate a forklift truck* in response to regulatory changes Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification represents the competencies relevant to people working in the sales and distribution sector of the seafood industry in the capacity of a skilled employee. It is designed for more experienced employees whose work requires extensive product knowledge and some responsibility for decision-making and coordination of team activities

They are also responsible for supervising or leading other workers/staff as part of a work team.

The qualification will have application for people working:

- for seafood wholesalers, fish markets or retailers
- for transport, storage and holding companies
- on fishing dockside or aquaculture farm gate outlets or fishout/put-and-take operations.

Job roles

Individuals operating at this level will have a broad range of well-developed skills and the ability to adapt and transfer skills to new activities. That person will have some responsibility for decision-making and coordinating team activities. Their duties may include:

- dealing with suppliers
- handling and basic processing of seafood
- maintaining food safety, OHS and other compliance requirements

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- packing, labelling, holding or storage and distribution
- temperature control, including chilling, freezing and deep freezing
- weighing, grading and quality control
- wholesale or retail sales.

Work may vary between enterprises.

Job role titles may include:

- leading factory hand
- senior seafood or fish packer
- senior seafood or fish seller
- senior seafood or fish transporter
- senior store person or supervisor.

Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- direct entry
- SFI20611 Certificate II in Seafood Industry (Sales and Distribution)
- vocational and tertiary studies related to seafood handling, processing and selling.

Pathways from the qualification

After achieving this qualification, candidates may undertake:

- SFI40611 Certificate IV in Seafood Industry (Sales and Distribution)
- SFI40311 Certificate IV in Seafood Industry (Environmental Management).

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply to some competencies.

Entry Requirements

Not Applicable

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI30611 Certificate III in Seafood Industry (**Sales and Distribution**) The following table contains a summary of the employability skills as identified by the Sales and Distribution sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Industry requirements for this qualification include**:
Communication	• completing standard documentation • confirming relevant industry and workplace requirements • ensuring records are accurate and legible • establishing effective working relationships with colleagues • providing relevant work related information to others • supporting team communication practices • understanding personal and team requirements of relevant industry and workplace standards, regulations and policies • undertaking interactive workplace communication • using communication technologies efficiently.
Teamwork	• demonstrating and encouraging others in working cooperatively with people of different ages, gender, race or religion • explaining and implementing work team reporting requirements • monitoring work team tasks in accordance with regulatory and workplace requirements • providing support to team members • undertaking appropriate and effective communication with team members.
Problem solving	• assessing processes and outcomes against quality criteria • evaluating skill requirements of work tasks • identifying risks and implementing risk control measures for machinery and equipment • identifying and addressing problems and faults • implementing food safety procedures • providing problem-solving support to team members • using problem-solving techniques to determine work requirements.
Initiative and enterprise	• collecting and assessing data and information on work processes • contributing to and promoting continuous improvement processes

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• identifying non-conformances to standards and taking appropriate action • identifying, assessing and acting on existing and potential risks • monitoring and adjusting activities in response to operational variations • rectifying problems promptly and appropriately • seeking and providing feedback on procedures and processes.
Planning and organising	• allocating tasks to operators and monitor outcomes • determining work requirements in order to meet output targets • ensuring work tools are ready and available for operations • identifying priorities and variables that impact on work planning • implementing contingency plans promptly when incidents occur • planning work tasks for self and others as required.
Self-management	• conducting regular housekeeping activities during shift to keep work area clean and tidy at all times • identifying and applying safety procedures, including the use of personal protective equipment (PPE) • maintaining currency of relevant, work-related information • managing own work to meet performance criteria • managing work load priorities and timelines • monitoring information in work area • monitoring own work against quality standards and identifying areas for improvement.
Learning	• asking questions to expand own knowledge • assessing competencies in meeting job requirements • maintaining skill and knowledge currency • participating in meetings to inform work practices • recognising limits of own expertise and seeking skill development if required.
Technology	• monitoring machine operations • performing minor maintenance on machinery • using work machines or equipment in correct operational mode • working with technology safely and according to workplace standards.

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Packaging Rules

Packaging Rules

A total of eighteen (18) units of competency must be achieved.

- four (4) core units ***plus***
- three (3) sales and distribution specialist elective units (Group A) ***plus***
- eleven (11) elective units that may be selected from a combination of:
  - Group A sales and distribution specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported, however, at least two (2) of those units must be aligned to Certificate III or IV level. Units must be relevant to seafood sales and distribution and not duplicate units already selected.

Core units of competency

Unit code	Unit title
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

** Note*: *SFICORE101C is not a required unit for operations that are growing or holding species not destined for human consumption. This includes ornamental or display species, stock for pearls, and stockers for conservation purposes. The unit FDFOP2063A Apply quality systems and procedures, is to be used in its place*.

Elective units of competency

Group A: Sales and distribution specialist units

Unit code	Unit title
SFIAQUA315A	Oversee emergency procedures for on-land operations

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Unit code	Unit title
SFIDIST301C	Wholesale product
SFIEMS301B	Implement and monitor environmentally sustainable work practices
SFIFISH209C	Maintain the temperature of seafood
SFIOHS301C	Implement OHS policies and guidelines
SFISTOR301C	Operate refrigerated storerooms
FDFFS2001A	Implement the food safety program and procedures
FDFFS3001A	Monitor the implementation of quality and food safety programs* *FDFFS2001A Implement the food safety program and procedures*
SIRXMGT001A	Coordinate work teams

Group B: **Other elective units**

Aquaculture operations

Unit code	Unit title
SFIAQUA205C	Feed stock
SFIAQUA206C	Handle stock
SFIAQUA209C	Manipulate stock culture environment
SFIAQUA213C	Monitor stock and environmental conditions
SFIAQUA221A	Control predators and pests
SFIAQUA222A	Control diseases

Occupational health and safety

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Unit code	Unit title
HLTFA311A	Apply first aid

Quality assurance, food safety and environmental management

Unit code	Unit title
BSBRSK401A	Identify risk and apply risk management processes
FDFTEC3001A	Participate in HACCP team* *FDFFS2001A Implement the food safety program and procedures*
SFIEMS401B	Conduct an internal audit of an environmental management system

Retail operations

Unit code	Unit title
SIRXCCS201	Apply point-of-sale handling procedures
SIRXCCS202	Interact with customers
SIRXCCS304	Coordinate interaction with customers
SIRXFIN201	Balance and secure point-of-sale terminal
SIRXICT001A	Operate retail technology
SIRXINV002A	Maintain and order stock
SIRXMER303	Coordinate merchandise presentation
SIRXWHS302	Maintain store safety
SIRXRSK002A	Maintain store security
SITXMPR002A	Create a promotional display or stand

Seafood processing

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Unit code	Unit title
SFIDIST201C	Prepare, cook and retail seafood products
SFIDIST202C	Retail fresh, frozen and live seafood
SFIPROC101C	Clean fish* *SFIPROC106B Work with knives*
SFIPROC102C	Clean work area
SFIPROC105B	Fillet fish and prepare portions* *SFIPROC106B Work with knives*
SFIPROC106B	Work with knives
SFIPROC201C	Head and peel crustaceans
SFIPROC202C	Process squid, cuttlefish and octopus
SFIPROC203C	Shuck molluscs
FDFOP2010A	Work with temperature controlled stock

Seafood transport and storage

Unit code	Unit title
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
SITHCCC003B	Receive and store kitchen supplies
SITXINV002A	Control and order stock
SITXINV001A	Receive and store stock
TLIA2009A	Complete and check import/export documentation

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Unit code	Unit title
TLID2013A	Move materials mechanically using automated equipment
TLID1001A	Shift materials safely using manual handling methods
TLID2004A	Load and unload goods/cargo
TLILIC2001A	Licence to operate a forklift truck

Business services

Unit code	Unit title
BSBADM311A	Maintain business resources
BSBCUS301B	Deliver and monitor a service to customers
BSBFIA301A	Maintain financial records
BSBFIA302A	Process payroll
BSBFIA303A	Process accounts payable and receivable
BSBFIA401A	Prepare financial reports
BSBINM301A	Organise workplace information
BSBITU306A	Design and produce business documents
BSBITU307A	Develop keyboarding speed and accuracy
BSBITU309A	Produce desktop published documents
BSBRKG304B	Maintain business records
BSBSUS201A	Participate in environmentally sustainable work practices

Frontline management

Unit code	Unit title
BSBFLM303C	Contribute to effective workplace relationships

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Unit code	Unit title
BSBFLM306C	Provide workplace information and resourcing plans
BSBFLM309C	Support continuous improvement systems and processes
BSBFLM311C	Support a workplace learning environment
BSBINN301A	Promote innovation in a team environment
BSBITU305A	Conduct online transactions
BSBRES401A	Analyse and present research information
BSBRKG402B	Provide information from and about records
BSBWOR301B	Organise personal work priorities and development

Training and assessment

Unit code	Unit title
TAEASS301B	Contribute to assessment
TAEDEL301A	Provide work skill instruction

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SFI40111 Certificate IV in Aquaculture

Modification History

Release	TP Version	Comments
4	SFI11v2	*SFIAQUA412A Develop emergency procedures for on-land operations* replaced with *SFIAQUA413A Develop emergency procedures for an aquaculture enterprise*
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	Equivalent imported units updated
1	SFI11	Initial release

Description

This qualification specifies the competencies relevant to people working as aquaculturists in a supervisory or leadership capacity. A person operating at this level may be expected to comply with legislative requirements as well as implement a range of enterprise policies and procedures. They will also use their knowledge and skills to solve problems, plan for future work activities and take responsibility for others.

The qualification will have application for people working:

- on aquaculture farms or fishout/put-and-take operations
- in hatcheries and nurseries
- in live post-harvest holding facilities, such as processing plants, wholesalers or transporters
- in pet shops, public aquaria, zoos or other facilities with aquatic animals
- for companies providing contract specialist services for aquaculture operations
- for companies providing consultancy, advisory, equipment sale or other services.

Job role

A person operating at this level supervises or coordinates a broad range of duties appropriate to work in this sector of the seafood industry which may include:

- coordinating stock-related activities, such as:
  - feeding, handling, harvesting and controlling pests, predators and disease

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- coordinating the monitoring and maintaining of stock and the aquaculture environment
- managing the installing, constructing and maintenance of stock holding and culture systems, and other farm structures
- ensuring safe and efficient procedures for production of quality product
- responsibility for:
  - use of mechanisation, automation or technology to improve production
  - training and induction of staff, including emergency procedures
  - compliance with occupational health and safety (OHS), environment, animal welfare and food safety regulations.

Work may vary between aquaculture and live holding enterprises.

Job role titles may include:

- harvest manager
- head supervisor
- gear supervisor
- safety officer
- senior or head technician
- shift leader
- quality assurance or environmental officer.

Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- direct entry with prior experience in aquaculture or related field
- SFI30111 Certificate III in Aquaculture
- vocational and tertiary studies related to environmental sustainability
- maritime skills, including certifications, such as Coxswain.

Pathways from the qualification

After achieving this qualification, candidates may undertake:

- SFI50111 Diploma of Aquaculture.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply to some competencies. OHS, food safety, and environmental protection regulations apply to aquaculture enterprises.

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Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI40111 Certificate IV in Aquaculture The following table contains a summary of the employability skills as identified by the aquaculture sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• calculating perimeters, area, volume, angles and scientific concepts, such as concentration • confirming production requirements and environmental monitoring requirements with senior personnel • explaining roles and responsibilities to staff • providing feedback on performance to staff • writing and presenting reports to management.
Teamwork	• identifying and using the strengths of other team members • liaising with emergency agencies • supporting staff to meet work schedules and production outcomes • working with diverse individuals and groups.
Problem solving	• applying a range of strategies in problem solving • developing measurement methods for monitoring non-routine water quality and environment parameters • diagnosing health problems • identifying husbandry practices to solve stock health issues.
Initiative and enterprise	• adapting to new situations • assessing options for mechanisation or automation of process or activity • evaluating the benefits of contracted specialist labour • identifying improvements to the aquaculture enterprise, including efficiencies, productivity and systems, such as OHS, environmental management and quality assurance • manipulating water chemistry to improve water quality • reporting non-compliances and non-routine matters.
Planning and organising	• developing routines for stock health management • interpreting stock health and other production plans to develop

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	yearly calendar of activities, monitoring schedules and performance benchmarks • managing time and priorities • organising personnel into an efficient aquaculture operation • sequencing activities for safe and efficient operation.
Self-management	• being timely and effective in responding to enterprise needs within work role • carrying a fair share of the workload • managing personal stress • prioritising work and related activities • taking responsibility and being accountable for planning and work outcomes.
Learning	• being open to learning, new ideas and techniques • coaching staff within the enterprise to improve performance • contributing to the learning of others • learning in order to take up new opportunities • participating in ongoing learning.
Technology	• using high technology components for waste treatment in recirculating aquaculture systems (RAS) • using technology and computer software to record and analyse data • using technology to monitor environmental factors in culture or holding structures • using technology to monitor expenses and budgets • using technology to present information, such as graphs and tables.

Packaging Rules

Packaging Rules

A total of twenty (20) units of competency must be achieved.

- four (4) core units ***plus***
- five (5) aquaculture specialist elective units (Group A) ***plus***
- eleven (11) elective units that may be selected from a combination of:
  - Group A aquaculture specialist units not yet selected for this qualification
  - Group B elective units

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- imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported, however, at least two (2) of those units must be aligned to Certificate IV or Diploma level. Units must be relevant to aquaculture operations and not duplicate units already selected.

Core units of competency

Unit code	Unit title
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

* *Note*: *SFICORE101C is not a required unit for operations that are growing or holding species not destined for human consumption. This includes ornamental or display species, stock for pearls, and stockers for conservation purposes. The unit FDFOP2063A Apply quality systems and procedures, is to be used in its place.*

Elective units of competency

Group A: Aquaculture specialist units

Unit code	Unit title
SFIAQUA308C	Maintain water quality and environmental monitoring
SFIAQUA316A	Oversee the control of predators and pests
SFIAQUA317A	Oversee the control of diseases
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

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Unit code	Unit title
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
SFIOHS301C	Implement OHS policies and guidelines
ACMCAS403A	Design, construct and maintain aquascapes
AHCWRK403A	Supervise work routines and staff performance
BSBRSK401A	Identify risk and apply risk management processes

Group B: **Other elective units**

Aquaculture operations

Unit code	Unit title
SFIAQUA309C	Oversee harvest and post-harvest activities
SFIAQUA314A	Support hatchery operations
SFIAQUA318A	Coordinate feed activities
SFIEMS301B	Implement and monitor environmentally sustainable work practices

Farm operations

Unit code	Unit title

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Unit code	Unit title
AHCBUS402A	Cost a project
AHCBUS404A	Operate within a budget framework
AHCCHM401A	Minimise risks in the use of chemicals
AHCCHM402A	Plan and implement a chemical use program
AHCINF301A	Implement property improvement, construction and repair
AHCMOM402A	Supervise maintenance of property machinery and equipment

Ornamental operations

Unit code	Unit title
SIRXMER004A	Manage merchandise and store presentation

Occupational health and safety

Unit code	Unit title
HLTFA311A	Apply first aid

Quality assurance, food safety and environmental management

Unit code	Unit title
SFIEMS302B	Act to prevent interaction with protected species
SFIEMS401B	Conduct an internal audit of an environmental management system
BSBAUD402B	Participate in a quality audit
MTMCOR402C	Facilitate Quality Assurance process
MTMPSR412A	Participate in product recall

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Unit code	Unit title
MTMPSR414A	Establish sampling program
MTMPSR406B	Manage and maintain a food safety plan

Business services

Unit code	Unit title
BSBADM407B	Administer projects
BSBADM409A	Coordinate business resources
BSBCUS401B	Coordinate implementation of customer service strategies
BSBEBU401A	Review and maintain a website
BSBFIA302A	Process payroll
BSBFIA401A	Prepare financial reports
BSBITU203A	Communicate electronically
BSBITU305A	Conduct online transactions
BSBITU404A	Produce complex desktop published documents
BSBPUR401B	Plan purchasing
BSBPUR402B	Negotiate contracts
BSBRES401A	Analyse and present research information
BSBWOR301B	Organise personal work priorities and development
SITXMPR401	Coordinate production of brochures and marketing materials
TLIR4002A	Source goods/services and evaluate contractors

Frontline management

Unit code	Unit title

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Unit code	Unit title
BSBATSIC411C	Communicate with the community
BSBINM401A	Implement workplace information system
BSBHRM401A	Review human resource functions
BSBHRM402A	Recruit, select and induct staff
BSBINN301A	Promote innovation in a team environment
BSBLED401A	Develop teams and individuals
BSBMGT401A	Show leadership in the workplace
BSBMGT403A	Implement continuous improvement

Industry leadership Focus A - sector representation

Unit code	Unit title
SFILEAD401B	Develop and promote knowledge of the industry sector
SFILEAD402B	Negotiate effectively for the sector
SFILEAD403B	Demonstrate commitment and professionalism

Industry leadership Focus B - resource management group membership

Unit code	Unit title
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

Small business management

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Unit code	Unit title
BSBINM201A	Process and maintain workplace information
BSBSMB301A	Investigate micro business opportunities
BSBSMB401A	Establish legal and risk management requirements of a small business
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405B	Monitor and manage small business operations
BSBSMB406A	Manage small business finances
BSBSMB407A	Manage a small team

Training and assessment

Unit code	Unit title
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
TAEASS403B	Participate in assessment validation
TAEDEL402A	Plan, organise and facilitate learning in the workplace

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SFI40211 Certificate IV in Fishing Operations

Modification History

Release	TP Version	Comments
2	SFI11v1.1	*TLID3033A Operate a vehicle-mounted loading crane* replaced with *TLILIC0012A Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)* Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification specifies the competencies required to oversee fishing operations.

The qualification will have application for people working:

- for aquaculture farms using wild caught broodstock or seedstock
- on charter vessels
- on fishing vessels.

Job roles

Individuals operating at this level undertake a broad range of routine processes and procedures which may include

- implementing occupational health and safety (OHS), environmental, food safety and quality control procedures and policies
- locating fishing grounds
- managing and controlling fishing operations
- managing cleaning and maintenance of equipment and vessel
- managing or leading work teams, including divers
- managing the handling, harvesting and sorting of by-catch
- skippering a vessel.

Work may vary between enterprises.

Job role titles may include:

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- fishing master
- skipper/owner.

Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- prior vocational qualifications or equivalent experience related to maritime certifications, fishing, seafood processing or aquaculture operations.

Pathways from the qualification

After achieving this qualification, candidates may undertake a:

- SFI50111 Diploma of Aquaculture.
- SFI50211 Diploma of Fishing Operations.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply for some competencies.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI40211 Certificate IV in Fishing Operations The following table contains a summary of the employability skills as identified by the fishing operations sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one workplace to another.	
Employability Skill	**Industry for this qualification include**:
Communication	• applying numeracy skills to workplace requirements • promptly instructing crew in response to abnormal situations • providing oral and written instructions for routine and emergency situations

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• responding to diversity • using clear, timely and accurate communication to inform crew of their responsibilities during fishing operations • using ranges and bearings from RADAR.
Teamwork	• identifying and using the strengths of other team members • showing consideration of other vessels when positioning fishing operation • working as an individual and a team member • working with diverse individuals and groups.
Problem solving	• acting to minimise the effects of abnormal situations on crew, environment and vessel safety whilst also minimising disruption to operations • applying a range of strategies in problem solving • maximising vessel stability during all stages of the fishing operation.
Initiative and enterprise	• adapting to new situations • forecasting weather and responding appropriately • generating a range of options in response to workplace matters • identifying improvements to the fishing enterprise, including efficiencies, productivity and systems, such as OHS, environmental management and quality assurance.
Planning and organising	• controlling vessel speed with due regard for safety, fishing operation and prevailing conditions • fixing position on navigational charts or electronic plotters • managing time and priorities • organising personnel into an efficient fishing operation • planning fishing areas based on information available, target species and fishing gear • sequencing activities for safe and efficient operation.
Self-management	• being timely and effective in responding to enterprise needs within work role • carrying a fair share of the workload • managing personal stress • prioritising work and related activities • taking responsibility and being accountable for planning and work outcomes.
Learning	• being open to learning, new ideas and techniques • coaching crew and staff to improve performance • contributing to the learning of others • learning in order to take up new opportunities • participating in ongoing learning.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Technology	• applying technology as a tool to record and analyse information • using catch reporting systems • using electronic aids to assist in locating fishing opportunities • using electronic communication tools • using vessel monitoring systems.

Packaging Rules

Packaging Rules

A total of twenty (20) units of competency must be achieved.

- four (4) core units ***plus***
- five (5) fishing specialist elective units (Group A) ***plus***
- eleven (11) elective units that may be selected from a combination of:
  - Group A fishing specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported and at least two (2) of those units must be aligned to Certificate IV or Diploma level. Units must be relevant to workplace needs.

Core units of competency

Unit code	**Unit title**
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

Elective units of competency

Group A: Fishing specialist units

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Unit code	Unit title
SFIEMS302B	Act to prevent interaction with protected species
SFIFISH310A	Adjust and position fishing gear
SFIFISH401C	Locate fishing grounds and stocks of fish
SFIFISH402C	Manage and control fishing operations
SFIOHS301C	Implement OHS policies and guidelines
AHCMOM402A	Supervise maintenance of property machinery and equipment
AHCWRK403A	Supervise work routines and staff performance
BSBRSK401A	Identify risk and apply risk management processes

Group B: **Other elective units**

Crane operations

Unit code	Unit title
TLILIC0012A	Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)
TLILIC3006A	Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)
TLILIC3008A	Licence to operate a slewing mobile crane (up to 20 tonnes)

Seafood transport and storage

Unit code	Unit title
SFIFISH311A	Operate vessel deck machinery and lifting appliance
TLIA4025A	Regulate temperature controlled stock
TLIR4002A	Source goods/services and evaluate contractors

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Specialised management systems

Unit code	Unit title
SFIEMS301B	Implement and monitor environmentally sustainable work practices
SFIEMS401B	Conduct an internal audit of an environmental management system
SFIOHS501C	Establish and maintain the enterprise OHS program
MTMCOR402C	Facilitate Quality Assurance process
MTMCOR404A	Facilitate hygiene and sanitation performance* *MTMCOR202A Apply hygiene and sanitation practices*
MTMPSR406B	Manage and maintain a food safety plan

Business services

Unit code	Unit title
BSBADM407B	Administer projects
BSBADM409A	Coordinate business resources
BSBCUS401B	Coordinate implementation of customer service strategies
BSBEBU401A	Review and maintain a website
BSBFIA302A	Process payroll
BSBFIA401A	Prepare financial reports
BSBITU203A	Communicate electronically
BSBITU305A	Conduct online transactions
BSBITU404A	Produce complex desktop published documents
BSBPUR401B	Plan purchasing

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Unit code	Unit title
BSBPUR402B	Negotiate contracts
BSBRES401A	Analyse and present research information
BSBWOR301B	Organise personal work priorities and development
SITXMPR401	Coordinate production of brochures and marketing materials
TLIR4002A	Source goods/services and evaluate contractors

Frontline management

Unit code	Unit title
BSBATSIC411C	Communicate with the community
BSBINM401A	Implement workplace information system
BSBHRM401A	Review human resources functions
BSBHRM402A	Recruit, select and induct staff
BSBINN301A	Promote innovation in a team environment
BSBLED401A	Develop teams and individuals
BSBMGT401A	Show leadership in the workplace
BSBMGT403A	Implement continuous improvement

Industry leadership Focus A - Sector representation

Unit code	Unit title
SFILEAD401B	Develop and promote knowledge of the industry sector
SFILEAD402B	Negotiate effectively for the sector
SFILEAD403B	Demonstrate commitment and professionalism

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Industry leadership Focus B - Resource management group membership

Unit code	Unit title
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

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SFI40311 Certificate IV in Seafood Industry (Environmental Management)

Modification History

Release	TP Version	Comments
3	SFI11v2	*SFIAQUA412A Develop emergency procedures for on-land operations* replaced with *SFIAQUA413A Develop emergency procedures for an aquaculture enterprise*
2	SFI11v1.1	Equivalent imported units updated
1	SFI11	Initial release

Description

Not Applicable

Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- direct entry with prior experience in environmental management
- SFI30111 Certificate III in Aquaculture
- SFI30211 Certificate III in Fishing Operations
- SFI30311 Certificate III in Seafood Industry (Environmental Management Support)
- SFI30511 Certificate III in Seafood Processing
- SFI30611 Certificate III in Seafood Industry (Sales and Distribution)
- vocational or tertiary studies related to environmental management.

Pathways from the qualification

After achieving this qualification, candidates may undertake:

- SFI50111 Diploma of Aquaculture
- SFI50211 Diploma of Fishing Operations.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

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Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply to some competencies.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI40311 Certificate IV in Seafood Industry (**Environmental Management**) The following table contains a summary of the employability skills as identified by the aquaculture sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Industry requirements for this qualification include**:
Communication	• consulting with work group, key personnel and specialists on implementation and improvements in environmental and resource efficiency • explaining roles and responsibilities to staff • measuring resource usage • writing and presenting reports to management.
Teamwork	• facilitating teams to identify potential improvements • liaising with emergency agencies • supporting staff to meet work schedules and production outcomes.
Problem solving	• developing alternative approaches as required • developing measurement methods for monitoring non-routine water quality and environment parameters • devising approaches to improving environmental sustainability • recommending corrective actions to non-compliances with food safety or environmental management standards.
Initiative and enterprise	• applying knowledge about resource use to organisational activities • identifying improvements • reporting non-compliances with food safety program and/or environmental standards.
Planning and organising	• implementing environmental and energy efficiency management policies and procedures relevant to own work area.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Self-management	• following through on commitments • modelling professional behaviour to others • taking responsibility and being accountable for planning and environmental sustainability outcomes.
Learning	• being open to learning, new ideas and techniques • contributing to the learning of others • learning in order to take up new opportunities • participating in ongoing learning.
Technology	• using technology to maintain and store records, data and information • using technology to create graphs and charts to present data and information visually.

Packaging Rules

Packaging Rules

A total of twenty (20) units of competency must be achieved.

- six (6) core units ***plus***
- five (5) environmental management specialist elective units (Group A) ***plus***
- nine (9) elective units that may be selected from a combination of:
  - Group A environmental management specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported, however, at least two (2) of those units must be aligned to Certificate IV or Diploma level. Units must be relevant to environmental management and not duplicate units already selected.

Core units of competency

Unit code	**Unit title**
SFICORE101C*	Apply basic food handling and safety practices
SFICORE103C	Communicate in the seafood industry

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Unit code	Unit title
SFICORE105B	Work effectively in the seafood industry
SFICORE106B	Meet workplace OHS requirements
SFIEMS301B	Implement and monitor environmentally sustainable work practices
BSBRSK401A	Identify risk and apply risk management processes

* *Note*: *SFICORE101C is not a required unit for operations that are growing or holding species not destined for human consumption. This includes ornamental or display species, stock for pearls, and stockers for conservation purposes. The unit FDFOP2063A Apply quality systems and procedures, is to be used in its place.*

Elective units of competency

Group A: **Environmental management specialist units**

Unit code	Unit title
SFIAQUA413A	Develop emergency procedures for an aquaculture enterprise
SFIEMS302B	Act to prevent interaction with protected species
SFIEMS401B	Conduct an internal audit of an environmental management system
SFIEMS501B	Develop workplace policy for sustainability
SFIOHS501C	Establish and maintain the enterprise OHS program
AHCCCF405A	Develop community networks
BSBAUD402B	Participate in a quality audit
BSBRES401A	Analyse and present research information
BSBMGT403A	Implement continuous improvement
BSBLED401A	Develop teams and individuals
MTMCOR402C	Facilitate Quality Assurance process

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Unit code	Unit title
MTMPSR406B	Manage and maintain a food safety plan
MTMPSR412A	Participate in product recall
MTMPSR414A	Establish sampling program

Group B: **Other elective units**

Community management

Unit code	Unit title
AHCCCF403A	Obtain and manage sponsorship
AHCCCF404A	Contribute to association governance
AHCCCF407A	Obtain resources from community and group
AHCCCF408A	Promote community programs
AHCCCF409A	Participate in assessments of project submissions
AHCCCF410A	Support individuals in resource management change processes
AHCCCF411A	Develop approaches to include cultural and human diversity
AHCILM403A	Contribute to the proposal for a negotiated outcome for a given area of country
AHCILM404A	Record and document community history
AHCWRK402A	Provide information on issues and policies
BSBATSIC411C	Communicate with the community

Conservation and land management

Unit code	Unit title
AHCCHM403A	Prepare safe operating procedures for calibration of equipment

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Unit code	Unit title
AHCILM401A	Protect places of cultural significance
AHCILM405A	Develop work practices to accommodate cultural identity
AHCLPW403A	Inspect and monitor cultural places
AHCLPW404A	Produce maps for land management purposes
AHCLPW405A	Monitor biodiversity
AHCNAR401A	Supervise natural area restoration works
AHCNAR402A	Plan the implementation of revegetation works
AHCPCM502A	Collect and classify plants
AHCPMG401A	Define the pest problem in a local area
AHCPMG402A	Develop a pest management action plan within a local area
AHCPMG403A	Develop monitoring procedures for the local pest management strategy
AHCPMG404A	Coordinate the local pest management strategy
AHCPMG405A	Implement pest management action plans
AHCPMG406A	Investigate a reported pest treatment failure
AHCSAW401A	Set out conservation earthworks
AHCSAW402A	Supervise on-site implementation of conservation earthworks

Business services

Unit code	Unit title
BSBADM407B	Administer projects
BSBADM409A	Coordinate business resources
BSBCUS401B	Coordinate implementation of customer service strategies

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Unit code	Unit title
BSBEBU401A	Review and maintain a website
BSBFIA302A	Process payroll
BSBFIA401A	Prepare financial reports
BSBITU203A	Communicate electronically
BSBITU305A	Conduct online transactions
BSBITU404A	Produce complex desktop published documents
BSBPUR401B	Plan purchasing
BSBPUR402B	Negotiate contracts
BSBWOR301B	Organise personal work priorities and development
SITXMPR401	Coordinate production of brochures and marketing materials
TLIR4002A	Source goods/services and evaluate contractors

Frontline management

Unit code	Unit title
BSBATSIC411C	Communicate with the community
BSBHRM401A	Review human resources functions
BSBHRM402A	Recruit, select and induct staff
BSBINM401A	Implement workplace information system
BSBINN301A	Promote innovation in a team environment
BSBLED401A	Develop teams and individuals
BSBMGT401A	Show leadership in the workplace

Industry leadership Focus A - Sector representation

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Unit code	Unit title
SFILEAD401B	Develop and promote knowledge of the industry sector
SFILEAD402B	Negotiate effectively for the sector
SFILEAD403B	Demonstrate commitment and professionalism

Industry leadership Focus B - Resource management group membership

Unit code	Unit title
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

Training and assessment

Unit code	Unit title
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
TAEASS403B	Participate in assessment validation
TAEDEL301A	Provide work skill instruction
TAEDEL401A	Plan, organise and deliver group-based learning

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SFI40411 Certificate IV in Fisheries Compliance

Modification History

Release	TP Version	Comments
2	SFI11v1.1	Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification specifies the competencies relevant to experienced fisheries compliance officers. The qualification includes skill sets for fraud investigation, surveillance and observer operations.

Job roles

An individual operating at this level may be responsible for:

- overseeing a small regional fisheries compliance office
- skippering a patrol vessel
- leading patrols
- monitoring fishers and processors for compliance with fisheries management regulations
- exercising powers of compliance
- attending court and presenting evidence.

Job titles include:

- fisheries officer
- fisheries compliance officer.

Pathways Information

Pathways into the qualification

Entry into this qualification may be:

- by direct entry without prior skills
- after completing a SFI30411 Certificate III in Fisheries Compliance
- after working in other compliance roles such as in policing and marine and other transport
- after completing studies, tertiary or vocational, in marine environmental management.

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Pathways from the qualification

After achieving this qualification, candidates may undertake:

- SFI50411 Diploma of Fisheries Compliance.

The Diploma is usually undertaken by fisheries officers as part of their career development and the agency's workforce development plan.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles and vessels apply for some competencies.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI40411 Certificate IV in Fisheries Compliance The following table contains a summary of the employability skills as identified by the fisheries compliance sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Agency requirements for this qualification include**:
Communication	• adapting a style to match the audience and the situation • applying tactical communication techniques • communicating ideas and information in a form well matched to, and well received by, staff at all levels • counting and measuring fish and/or fishing devices • listening carefully and asking questions to clarify meaning and communicate understanding • preparing briefs and writing reports • presenting information in a clear, concise and persuasive manner • reading and interpreting legislation and regulations • recording information.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Teamwork	• actively participating in team meetings through sharing ideas • building credible relationships with customers • building trust in relationships through maintaining confidentiality and following through • participating in goal and objective setting • providing encouragement, support and advice to personnel • respectfully interacting with people from diverse backgrounds and experiences, and responding positively to their comments and suggestions • supporting team members to achieve their goals by sharing workloads.
Problem solving	• adapting to situational change • identifying need for alternative surveillance techniques.
Initiative and enterprise	• contributing to continuous improvement of operational procedures • generating a range of options in response to situational change • identifying opportunities for completing tasks more efficiently and cost effectively.
Planning and organising	• using a range of planning tools to implement work plans.
Self-management	• balancing operational and self-development needs • carrying their fair share of the workload • managing personal work priorities • modelling professional and ethical behaviour • practising self-assessment and reflection on practice • prioritising job/tasks • seeking formal and informal feedback on performance.
Learning	• acquiring knowledge and skills associated with new developments and trends in fishery policing • maintaining currency of professional operational competencies • maintaining knowledge and understanding of legislation and policy.
Technology	• retrieving and storing digital information, including audio and video • using business software applications and systems for reporting and managing information and communication • using database search tools to gather information • using operational information technology, such as VMS, GPS and other navigational tools.

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Packaging Rules

Packaging Rules

A total of twenty (20) units of competency must be achieved.

- three (3) core units ***plus***
- ten (10) fisheries compliance specialist elective units (Group A) ***plus***
- seven (7) elective units that may be selected from a combination of:
  - Group A fisheries compliance specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported, however, at least two (2) of those units must be aligned to Certificate IV or Diploma level. Units must be relevant to fisheries compliance operations and not duplicate skills already selected.

Core units of competency

Unit code	Unit title
SFICORE101C	Apply basic food handling and safety practices
SFICORE106B	Meet workplace OHS requirements
SFIEMS301B	Implement and monitor environmentally sustainable work practices

Elective units of competency

Group A: Fisheries compliance specialist units

Unit code	Unit title
SFICOMP308C	Monitor fish catches for legal compliance
SFICOMP310C	Operate off-road vehicles
SFICOMP317A	Facilitate effective communication in the workplace

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Unit code	Unit title
SFICOMP401C	Administer the district office
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* *SFICOMP310C Operate off-road vehicles*
SFICOMP413A	Maintain operational safety
SFICOMP414A	Manage own professional performance
SFICOMP415A	Board vessel at sea
BSBFLM312C	Contribute to team effectiveness
PSPETHC401A	Uphold and support the values and principles of public service
PSPREG401C	Exercise regulatory powers
PSPREG404C	Investigate non-compliance
PSPREG407B	Produce formal record of interview
PSPREG409B	Prepare a brief of evidence
PSPREG410B	Give evidence
PSPREG411A	Gather information through interviews
PSPREG412A	Gather and manage evidence
PSPREG418A	Advise on progress of investigations

Group B: **Other elective units**

Unit code	Unit title
BSBRSK401A	Identify risk and apply risk management processes

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Unit code	Unit title
TAEASS301B	Contribute to assessment
TAEDEL301A	Provide work skill instruction

Fraud control

Unit code	Unit title
PSPFRAU401B	Monitor data for indicators of fraud
PSPREG415A	Receive and validate data

Surveillance

Unit code	Unit title
SFICOMP402C	Plan the surveillance operation
SFICOMP403C	Operate and maintain surveillance equipment
SFICOMP404C	Operate an observation post
SFICOMP405C	Perform post-surveillance duties* *SFICOMP404C Operation an observation post*
SFICOMP406C	Perform mobile surveillance

Observer operations

Unit code	Unit title
SFIOBSV301B	Monitor and record fishing operations
SFIOBSV302B	Collect reliable scientific data and samples
SFIOBSV304B	Analyse and report on-board observations

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Industry leadership Focus A - Sector representation

Unit code	Unit title
SFILEAD401B	Develop and promote knowledge of the industry sector
SFILEAD402B	Negotiate effectively for the sector
SFILEAD403B	Demonstrate commitment and professionalism

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SFI40511 Certificate IV in Seafood Processing

Modification History

Release	TP Version	Comments
4	SFI11v2	*SFIAQUA412A Develop emergency procedures for on-land operations* replaced with *SFIAQUA413A Develop emergency procedures for an aquaculture enterprise*
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	*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)* Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification represents the competencies relevant to people working in the seafood processing sector of the seafood industry in the capacity of a supervisor, shift manager or process manager.

The qualification will have application for people working:

- on aquaculture farms or fishout/put-and-take operations
- for contract harvesting and on-farm processing companies
- for wholesalers or retailers
- in processing plants.

Job roles

A person operating at this level will have a wide range of technical skills and/or managerial, coordination and planning responsibilities which may include:

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- coordinating advanced processing
- coordinating the handling and slaughtering of harvested stock
- overseeing calibration and maintenance of equipment and facilities
- maintaining food safety and quality control procedures and policies
- supervising or leading work teams.

Work may vary between enterprises.

Job role titles may include:

- leading or senior fish processor
- process manager
- supervisor
- shift manager.

Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- SFI20511 Certificate II in Seafood Processing
- SFI30511 Certificate III in Seafood Processing
- prior experience related to seafood processing
- vocational and tertiary studies related to seafood processing.

Pathways from the qualification

After achieving this qualification, candidates may undertake:

- SFI50511 Diploma of Seafood Processing
- SFI50111 Diploma of Aquaculture.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply to some competencies.

Entry Requirements

Not Applicable

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI40511 Certificate IV in Seafood Processing The following table contains a summary of the employability skills as identified by the Seafood Processing sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Industry requirements for this qualification include**:
Communication	• accessing, interpreting and applying technical information • analysing data and information to determine implications for work operations • communicating with all team members in a professional manner • completing workplace documentation and records • demonstrating effective and appropriate communication and interpersonal skills when dealing with people • demonstrating effective and appropriate documentation, communication and interpersonal skills when dealing with internal and external clients • developing work instructions, specifications and procedures • using a range of communication technologies to support work operations • using most appropriate communication method given priority, cost and audience needs.
Teamwork	• demonstrating leadership skills • identifying and managing performance required to meet internal and external customer needs in own work and team work • liaising with and providing support to other team members • managing organisational processes and provide problem-solving support to others • working cooperatively with people of different ages, gender, race or religion.
Problem solving	• identifying factors which may affect the product or service to be provided • identifying hazards and suggesting control measures • identifying, rectifying or reporting potential and actual problems associated with work operations • implementing food safety procedures in the workplace • investigating problem causes • monitoring food safety practices • using material and process knowledge to solve problems.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Initiative and enterprise	• assessing quality and other indicators of products • assisting in the implementation of continuous improvement processes • determining and acting on situations requiring further information or problem solving • gathering and analysing feedback on products, processes and procedures • providing leadership in the workplace • supporting achievement of efficient production processes.
Planning and organising	• demonstrating time-management skills • identifying hazards and implementing appropriate hazard control measures • optimising work processes • scheduling and sequencing work to maximise safety and productivity • sourcing and preparing materials and resources and ensuring availability to support work operations.
Self-management	• implementing and monitoring workplace procedures and instructions • interpreting and applying relevant Acts and regulations • keeping the work area clean and tidy at all times • managing own time to meet deadlines • monitoring own work and work of team and identifying and acting on any quality issues.
Learning	• assessing work data and information to identify areas for improved performance • being supportive, assertive and using interpersonal skills to encourage workplace learning • gathering feedback on own work to assess effectiveness in meeting objectives and integrate information into own practice • identifying own training needs and seeking skill development if required • implementing learning activities as appropriate to ensure achievement of specified work requirements.
Technology	• ensuring readiness and operational efficiency of workplace technology • helping others use technology efficiently and safely • using computer software applications effectively • working with machines and workplace technology safely and according to workplace standards.

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Packaging Rules

Packaging Rules

A total of twenty (20) units of competency must be achieved.

- five (5) core units ***plus***
- four (4) seafood processing specialist elective units (Group A) ***plus***
- eleven (11) elective units that may be selected from a combination of:
  - Group A seafood processing specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported, however, at least two (2) of those units must be aligned to Certificate IV or Diploma level. Units must be relevant to seafood processing and not duplicate units already selected.

Core units of competency

Unit code	Unit title
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
SFIPROC401C	Evaluate a batch of seafood

Elective units of competency

Group A: Seafood processing specialist units

Unit code	Unit title
SFIAQUA413A	Develop emergency procedures for an aquaculture enterprise
SFIDIST401C	Buy seafood product

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Unit code	Unit title
SFIEMS301B	Implement and monitor environmentally sustainable work practices
SFIOHS301C	Implement OHS policies and guidelines
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* *SFIPROC404C Apply and monitor food safety requirements*
SFIPROC406C	Develop food safety programs
SFIPROC407C	Conduct internal food safety audits
SFISTOR301C	Operate refrigerated storerooms
AHCWRK403A	Supervise work routines and staff performance
FDFFS2001A	Implement the food safety program and procedures
FDFFS3001A	Monitor the implementation of quality and food safety programs* *FDFFS2001A Implement the food safety program and procedures*
MSACMC411A	Lead a competitive manufacturing team
MSACMS401A	Ensure process improvements are sustained
MSS403001A	Implement competitive systems and practices
MSS403030A	Improve cost factors in work practices
MSS403032A	Analyse manual handling processes
MSS404050A	Undertake process capability improvements* *MSS404052 Apply statistics to operational processes*
MSS403051A	Mistake proof an operational process

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Unit code	Unit title
MSS404052A	Apply statistics to operational processes
MTMCOR404A	Facilitate hygiene and sanitation performance* *MTMCOR202A Apply hygiene and sanitation practices*
MTMS313A	Prepare product formulations

Group B: **Other elective units**

Seafood processing

Unit code	Unit title
SFIAQUA216B	Harvest cultured or held stock
SFIFISH311A	Operate vessel deck machinery and lifting appliance
SFIPROC607C	Prepare work instructions for new seafood processing tasks
SFIPROC608C	Provide practical and/or commercial advice to seafood users
AHCLSK319A	Slaughter livestock
FDFSUG218A	Operate a boiler - basic
TLILIC0012A	Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)
TLILIC2001A	Licence to operate a forklift truck

Competitive manufacturing

Unit code	Unit title
MSACMT260A	Use planning software systems in manufacturing
MSACMT423A	Monitor a manufacturing levelled pull system* *MSACMT280A Undertake root cause analysis*

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Unit code	Unit title
MSACMT440A	Lead 5S in a manufacturing environment
MSACMT441A	Facilitate continuous improvement in manufacturing
MSACMT460A	Facilitate the use of planning software systems in manufacturing* *MSACMT260A Use planning software systems in manufacturing*
MSACMT461A	Facilitate SCADA systems in a manufacturing team or work area* *MSACMT261A Use SCADA systems in manufacturing*
MSS402061A	Use SCADA systems in operations
MSS402080A	Undertake root cause analysis
MSS403005A	Facilitate use of a Balanced Scorecard for performance improvement
MSS403010A	Facilitate change in an organisation implementing competitive systems and practices
MSS403013A	Lead team culture improvement
MSS403021A	Facilitate a Just in Time system
MSS404053A	Use six sigma techniques* *MSS404052A Apply statistics to operational processes*

Occupational health and safety

Unit code	Unit title
HLTFA311A	Apply first aid

Post-harvest operations

Unit code	Unit title

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Unit code	Unit title
SFIDIST501C	Export product
SFIDIST502C	Import product
SITXMPR401	Coordinate production of brochures and marketing materials
TLIR4002A	Source goods/services and evaluate contractors
TLIA4025A	Regulate temperature controlled stock

Quality assurance, food safety and environmental management

Unit code	Unit title
BSBRSK401A	Identify risk and apply risk management processes
MTMPSR412A	Participate in product recall
MTMPSR414A	Establish sampling program
SFIEMS401B	Conduct an internal audit of an environmental management system

Business services

Unit code	Unit title
BSBADM407B	Administer projects
BSBADM409A	Coordinate business resources
BSBCUS401B	Coordinate implementation of customer service strategies
BSBEBU401A	Review and maintain a website
BSBFIA302A	Process payroll
BSBFIA401A	Prepare financial reports
BSBITU203A	Communicate electronically

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Unit code	Unit title
BSBITU305A	Conduct online transactions
BSBITU404A	Produce complex desktop published documents
BSBPUR401B	Plan purchasing
BSBPUR402B	Negotiate contracts
BSBRES401A	Analyse and present research information
BSBWOR301B	Organise personal work priorities and development
TLIR4002A	Source goods/services and evaluate contractors

Frontline management

Unit code	Unit title
BSBATSIC411C	Communicate with the community
BSBINM401A	Implement workplace information system
BSBHRM401A	Review human resources functions
BSBHRM402A	Recruit, select and induct staff
BSBINN301A	Promote innovation in a team environment
BSBLED401A	Develop teams and individuals
BSBMGT401A	Show leadership in the workplace
BSBMGT403A	Implement continuous improvement

Industry leadership Focus A - Sector representation

Unit code	Unit title
SFILEAD401B	Develop and promote knowledge of the industry sector
SFILEAD402B	Negotiate effectively for the sector

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Unit code	Unit title
SFILEAD403B	Demonstrate commitment and professionalism

Industry leadership Focus B - Resource management group membership

Unit code	Unit title
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

Small business management

Unit code	Unit title
BSBINM201A	Process and maintain workplace information
BSBSMB301A	Investigate micro business opportunities
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405B	Monitor and manage small business operations
BSBSMB406A	Manage small business finances
BSBSMB407A	Manage a small team

Training and assessment

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Unit code	Unit title
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
TAEASS403B	Participate in assessment validation
TAEDEL402A	Plan, organise and facilitate learning in the workplace

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SFI40611 Certificate IV in Seafood Industry Sales and Distribution

Modification History

Release	TP Version	Comments
4	SFI11v2	*SFIAQUA412A Develop emergency procedures for on-land operations* replaced with *SFIAQUA413A Develop emergency procedures for an aquaculture enterprise*
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification represents the competencies relevant to people working within the retail and/or wholesale sector of the seafood industry in a supervisory or leadership capacity. A person operating at this level may be expected to comply with legislative requirements as well as implement a range of enterprise policies and procedures. They will also use their knowledge and skills to solve problems, plan for future work activities and take responsibility for others.

The qualification will have application for people working:

- on fishing dockside or aquaculture farm gate outlets or fishout/put-and-take operations
- for seafood wholesalers, fish markets or retailers
- for transport, storage and holding companies.

Job roles

Individuals operating at this level will have a broad range of well-developed skills and the ability to adapt and transfer skills to new activities. That person will have some responsibility for decision-making and coordinating team activities.

Their duties may include:

- dealing with suppliers

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- handling and basic processing of seafood
- maintaining food safety, occupational health and safety (OHS) and other compliance requirements
- packing, labelling, holding or storage and distribution
- temperature control, including chilling, freezing and deep freezing
- weighing, grading and quality control
- wholesale or retail sales.

Work may vary between enterprises.

Job role titles may include

- sales supervisor
- senior store person or supervisor
- shift leaders or managers
- team leader.

Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- SFI20611 Certificate II in Seafood Industry (Sales and Distribution)
- SFI30611 Certificate III in Seafood Industry (Sales and Distribution)
- prior experience related to seafood sales and distribution
- vocational and tertiary studies related to seafood sales and distribution.

Pathways from the qualification

After achieving this qualification candidates may undertake professional development activities in areas of benefit to their workplace and their personal aspirations.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply to some competencies.

Entry Requirements

Not Applicable

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI40611 Certificate IV in Seafood Industry (**Sales and Distribution**) The following table contains a summary of the employability skills as identified by the Sales and Distribution sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Industry requirements for this qualification include**:
Communication	• accessing, interpreting and applying regulatory information • analysing data and information to determine specifications • communicating with all team members in a professional manner • completing workplace documentation and records • demonstrating effective and appropriate communication and interpersonal skills when dealing with people • demonstrating effective and appropriate documentation, communication and interpersonal skills when dealing with internal and external clients • developing work instructions, specifications and procedures • using a range of communication technologies to support work operations.
Teamwork	• demonstrating leadership skills • identifying and managing performance required to meet internal and external customer needs in own work and team work • liaising with and providing support to other team members • managing organisational processes and providing problem-solving support to others • working cooperatively with people of different ages, gender, race or religion.
Problem solving	• identifying factors which may affect the product or service to be provided • identifying hazards and suggesting control measures • identifying, rectifying or reporting potential and actual problems associated with work operations • implementing food safety procedures in the workplace • investigating problem causes • monitoring food safety practices • using food safety and product knowledge to solve problems.
Initiative and enterprise	• assessing quality and other indicators of products • assisting in the implementation of continuous improvement

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	processes • determining and acting on situations requiring further information or problem solving • gathering and analysing feedback on products, processes and procedures • providing leadership in the workplace • supporting achievement of efficient production processes
Planning and organising	• demonstrating time-management skills • identifying hazards and implementing appropriate hazard control measures • optimising work processes • scheduling and sequencing work to maximise safety and productivity • sourcing and preparing materials and resources and ensure availability to support work operations.
Self-management	• implementing and monitoring workplace procedures and instructions • interpreting and applying relevant Acts and regulations • keeping the work area clean and tidy at all times • managing own time to meet deadlines • monitoring own work and work of team and identifying and acting on any quality issues.
Learning	• assessing work data and information to identify areas for improved performance • being supportive and assertive and using interpersonal skills to encourage workplace learning • gathering feedback on own work to assess effectiveness in meeting objectives and integrate information into own practice • identifying own training needs and seeking skill development if required • implementing learning activities as appropriate to ensure achievement of specified work requirements.
Technology	• ensuring readiness and operational efficiency of workplace technology • helping others use technology efficiently and safely • operating refrigeration facilities • using computer software applications effectively.

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Packaging Rules

Packaging Rules

A total of twenty (20) units of competency must be achieved.

- four (4) core units ***plus***
- four (4) sales and distribution specialist elective units (Group A) ***plus***
- twelve (12) elective units that may be selected from a combination of:
  - Group A sales and distribution specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported, however, at least two (2) of those units must be aligned to Certificate IV or Diploma level. Units must be relevant to seafood sales and distribution and not duplicate units already selected.

Core units of competency

Unit code	Unit title
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

** Note*: *SFICORE101C is not a required unit for operations that are growing or holding species not destined for human consumption. This includes ornamental or display species, stock for pearls, and stockers for conservation purposes. The unit FDFOP2063A Apply quality systems and procedures, is to be used in its place.*

Elective units of competency

Group A: Sales and distribution specialist units

Unit code	Unit title
SFIDIST301C	Wholesale product

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Unit code	Unit title
SFIDIST401C	Buy seafood product
SFIDIST501C	Export product
SFIDIST502C	Import product
SFIPROC404C	Apply and monitor food safety requirements
SFIPROC405C	Oversee the implementation of a food safety program in the workplace* *SFIPROC404C Apply and monitor food safety requirements*
AHCWRK403A	Supervise work routines and staff performance
FDFFS3001A	Monitor the implementation of quality and food safety programs* *FDFFS2001A Implement the food safety program and procedures*
MTMCOR404A	Facilitate hygiene and sanitation performance* *MTMCOR202A Apply hygiene and sanitation practices*

Group B: **Other elective units**

Environmental management

Unit code	Unit title
SFIEMS301B	Implement and monitor environmentally sustainable work practices
SFIEMS401B	Conduct an internal audit of an environmental management system
BSBRSK401A	Identify risk and apply risk management processes

Occupational health and safety

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Unit code	Unit title
HLTFA311A	Apply first aid

Seafood processing

Unit code	Unit title
SFIAQUA413A	Develop emergency procedures for an aquaculture enterprise
SFIDIST201C	Prepare, cook and retail seafood products
SFIDIST202C	Retail fresh, frozen and live seafood
SFIOHS301C	Implement OHS policies and guidelines
SFIPROC101C	Clean fish* *SFIPROC106B Work with knives*
SFIPROC105B	Fillet fish and prepare portions* *SFIPROC106B Work with knives*
SFIPROC106B	Work with knives
SFISTOR301C	Operate refrigerated storerooms
FDFFS2001A	Implement the food safety program and procedures
FDFOP2010A	Work with temperature controlled stock
SIRXCLM402	Manage store facilities
SIRXINV005A	Control inventory
SIRXMER004A	Manage merchandise and store presentation
SIRXRSK404	Control store security
TLID1002A	Shift a load using manually-operated equipment

Business services

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Unit code	Unit title
BSBADM407B	Administer projects
BSBADM409A	Coordinate business resources
BSBCUS401B	Coordinate implementation of customer service strategies
BSBEBU401A	Review and maintain a website
BSBEBU501A	Investigate and design e-business solutions
BSBFIA302A	Process payroll
BSBFIA401A	Prepare financial reports
BSBITU203A	Communicate electronically
BSBITU305A	Conduct online transactions
BSBITU404A	Produce complex desktop published documents
BSBRES401A	Analyse and present research information
BSBSUS301A	Implement and monitor environmentally sustainable work practices
BSBWOR301B	Organise personal work priorities and development

Frontline management

Unit code	Unit title
BSBATSIC411C	Communicate with the community
BSBHRM401A	Review human resources functions
BSBHRM402A	Recruit, select and induct staff
BSBHRM501A	Manage human resources services
BSBINM401A	Implement workplace information system
BSBINN301A	Promote innovation in a team environment
BSBLED401A	Develop teams and individuals

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Unit code	Unit title
BSBMGT401A	Show leadership in the workplace
BSBMGT403A	Implement continuous improvement
BSBMGT502B	Manage people performance

Industry leadership Focus A - Sector representation

Unit code	Unit title
SFILEAD401B	Develop and promote knowledge of the industry sector
SFILEAD402B	Negotiate effectively for the sector
SFILEAD403B	Demonstrate commitment and professionalism

Industry leadership Focus B - Resource management group membership

Unit code	Unit title
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

Small business management

Unit code	Unit title
BSBINM201A	Process and maintain workplace information
BSBSMB301A	Investigate micro business opportunities
BSBSMB401A	Establish legal and risk management requirements of a small business

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Unit code	Unit title
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405B	Monitor and manage small business operations
BSBSMB406A	Manage small business finances
BSBSMB407A	Manage a small team

Training and assessment

Unit code	Unit title
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
TAEASS403B	Participate in assessment validation
TAEDEL402A	Plan, organise and facilitate learning in the workplace

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SFI50111 Diploma of Aquaculture

Modification History

Release	TP Version	Comments
3	SFI11v2	*SFIAQUA412A Develop emergency procedures for on-land operations* replaced with *SFIAQUA413A Develop emergency procedures for an aquaculture enterprise*
2	SFI11v1.1	Equivalent imported units updated
1	SFI11	Initial release

Description

This qualification represents the competencies relevant to people working in the aquaculture sector of the seafood industry at a management level.

The qualification will have application for people working:

- on aquaculture farms or fishout/put-and-take operations
- in hatcheries and nurseries
- in live post-harvest holding facilities, such as processing plants, wholesalers or transporters
- in pet shops, public aquaria, zoos or other facilities with aquatic animals
- for companies providing contract specialist services for aquaculture operations
- for companies proving consultancy, advisory, equipment sales or other services.

Job role

A person operating at this level will have a wide range of technical skills and/or managerial, coordination and planning responsibilities which may include:

- complying with a wide range of local, state, territory and federal government regulations and restrictions, including human resources, aquaculture operations, occupational health and safety (OHS), environment, animal welfare and food safety
- designing and planning culture and holding systems and other structures
- developing policies and procedures ensuing continual improvement throughout the business
- implementing new technologies and ideas
- managing risk and implementation of effective controls and corrective actions

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- managing the production system
- sourcing external contractors and services.

Work may vary between aquaculture and aquatic holding enterprises.

Job role titles may include:

- owner/manager
- farm manager
- hatchery manager
- production manager
- quality manager
- compliance manager
- marketing manager
- new technology/automation specialist.

Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- direct entry with prior aquaculture or related experience
- SFI30111 Certificate III in Aquaculture
- SFI30211 Certificate III in Fishing Operations
- SFI30311 Certificate III in Seafood Industry (Environmental Management Support)
- SFI40111 Certificate IV in Aquaculture
- SFI40311 Certificate IV in Seafood Industry (Environmental Management)
- vocational and tertiary studies related to environmental sustainability or aquaculture.

Pathways from the qualification

After achieving this qualification, candidates may undertake professional development activities in areas of benefit to their workplace and their personal aspirations.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply to some competencies. OHS, food safety, and environmental protection regulations apply to aquaculture enterprises.

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Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI50111 Diploma of Aquaculture The following table contains a summary of the employability skills as identified by the aquaculture sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Industry/enterprise requirements for this qualification include**:
Communication	• calculating design criteria for culture and holding structures • comparing data to determine energy and water efficiency • consulting with industry representatives and experts • drawing up and monitoring budgets • interpreting legislation and regulations • interpreting plans and work specifications • negotiating with contractors and suppliers • researching new technological equipment or processes.
Teamwork	• leading work teams • sharing information with work team on emergency procedures, sustainable aquaculture practices and production objectives • working with diverse individuals and groups.
Problem solving	• applying analytical thinking to solve problems in the workplace • developing strategies in response to water quality and stock health issues • solving problems individually or in teams.
Initiative and enterprise	• evaluating options for improvement • identifying potential improvements • recognising and taking advantage of market opportunities.
Planning and organising	• applying risk management approaches • coordinating production and harvest activities with market requirements, and culture or holding species requirements • planning for production, stock health, construction and finance • setting up and implementing systems, such as quality assurance, food safety, OHS and ecologically sustainable development (ESD).
Self-management	• following through on commitments

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• modelling professional behaviour to others • taking responsibility and being accountable for planning and production outcomes.
Learning	• being open to learning, new ideas and techniques • creating a systematic approach to learning within an enterprise • contributing to the learning of others • learning in order to take up new opportunities • participating in ongoing learning.
Technology	• applying technology as a production management and monitoring tool • using technology and related workplace equipment • using technology to present information, such as graphs and tables • using technology to manage finances, cash flows and monitor expenses.

Packaging Rules

Packaging Rules

A total of twenty one (21) units of competency must be achieved.

- four (4) core units ***plus***
- six (6) aquaculture specialist elective units (Group A) ***plus***
- eleven (11) elective units that may be selected from a combination of:
  - Group A aquaculture specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported, however, at least three (3) of those units must be aligned to Certificate IV or Diploma level. Units must be relevant to aquaculture operations and not duplicate units already selected.

Core units of competency

Unit code	Unit title

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Unit code	Unit title
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

* *Note*: *SFICORE101C is not a required unit for operations that are growing or holding species not destined for human consumption. This includes ornamental or display species, stock for pearls, and stockers for conservation purposes. The unit FDFOP2063A Apply quality systems and procedures, is to be used in its place.*

Elective units of competency

Group A: **Aquaculture specialist units**

Unit code	Unit title
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
SFIDIST501C	Export product
SFIDIST502C	Import product
SFIEMS501B	Develop workplace policy for sustainability

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Unit code	Unit title
SFIOHS501C	Establish and maintain the enterprise OHS program
AHCAGB603A	Manage the production system
AHCBUS505A	Develop a marketing plan
AHCBUS506A	Develop and review a business plan
BSBRSK501B	Manage risk

Group B: **Other elective units**

Aquaculture operations

Unit code	Unit title
SFIAQUA407C	Coordinate sustainable aquacultural practices
SFIAQUA408C	Supervise harvest and post-harvest activities
SFIAQUA413A	Develop emergency procedures for an aquaculture enterprise

Farm operations

Unit code	Unit title
AHCAGB502A	Plan and manage infrastructure requirements
AHCAGB503A	Plan and monitor production processes
AHCAGB505A	Develop a whole farm plan
AHCAGB601A	Develop export markets for produce
AHCAGB602A	Manage estate planning
AHCAGB604A	Analyse business performance
AHCAGB605A	Manage business capital

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Unit code	Unit title
AHCBUS501A	Manage staff
AHCBUS507A	Monitor and review business performance
AHCBUS601A	Manage capital works
AHCBUS603A	Develop and review a strategic plan
AHCCHM501A	Develop and manage a chemical use strategy
AHCMOM501A	Manage machinery and equipment
AHCMOM502A	Implement a machinery management system
AHCMOM601A	Analyse machinery options
AHCWRK501A	Plan, implement and review a quality assurance program
AHCWRK502A	Collect and manage data
AHCWRK603A	Design and conduct a field-based research trial

Ornamental operations

Unit code	Unit title
SIRXINV005A	Control inventory

Quality assurance and food safety

Unit code	Unit title
MTMPS5603B	Develop, manage and maintain quality systems
MTMPSR5601B	Design and manage the food safety system

Business services

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Unit code	Unit title
BSBADM502B	Manage meetings
BSBADM504B	Plan or review administrative systems
BSBFIM501A	Manage budgets and financial plans
BSBFIM502A	Manage payroll
BSBMGT515A	Manage operational plan
BSBHRM506A	Manage recruitment selection and induction processes
BSBINM601A	Manage knowledge and information
BSBMGT617A	Develop and implement a business plan
BSBPMG510A	Manage projects
BSBPUR501C	Develop, implement and review purchasing strategies
BSBPUR502B	Manage supplier relationships
BSBPUR504B	Manage a supply chain
BSBWRK509A	Manage industrial relations
FNSORG604A	Establish outsourced services and monitor performance
TAADEL502B	Facilitate action learning projects

Community management

Unit code	Unit title
SFIPROC611C	Participate in a media interview or presentation
AHCCCF502A	Facilitate development of group goals and projects
AHCCCF503A	Promote group formation and development
AHCCCF504A	Support group and community changes in resource management
AHCCCF505A	Contribute to regional planning process

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Unit code	Unit title
AHCCCF506A	Manage the incorporation of a group
AHCCCF601A	Map regional issues and stakeholders
AHCILM506A	Operate within community cultures and goals
AHCILM508A	Propose a negotiated outcome for a given area of country
AHCLPW601A	Coordinate the preparation of a regional resource management plan
AHCWRK503A	Prepare reports
CHCCD404E	Develop and implement community programs
LGACOM502B	Devise and conduct community consultations
TLIR4003A	Negotiate a contract

Industry leadership Focus C - Strategic development

Unit code	Unit title
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

Strategic management

Unit code	Unit title

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Unit code	Unit title
BSBATSIC411C	Communicate with the community
BSBEBU501A	Investigate and design e-business solutions
BSBMGT516C	Facilitate continuous improvement
BSBLED501A	Develop a workplace learning environment
BSBINM501A	Manage an information or knowledge management system
BSBINN502A	Build and sustain an innovative work environment
BSBMGT502B	Manage people performance
BSBMGT605B	Provide leadership across the organisation
BSBMGT616A	Develop and implement strategic plans
BSBSUS501A	Develop workplace policy and procedures for sustainability
BSBWOR501B	Manage personal work priorities and professional development
PSPPOL501A	Develop organisation policy

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SFI50211 Diploma of Fishing Operations

Modification History

Release	TP Version	Comments
2	SFI11v1.1	Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification prepares skippers to manage fishing operations, including aspects of personnel and business management.

The qualification will have application for people working for fishing companies.

Job roles

Individuals operating at this level are likely to have responsibilities, such as:

- managing occupational health and safety (OHS), environmental, food safety and quality control procedures and policies
- managing on-land operations for fishing vessel or fleet
- managing the upgrading or purchase of equipment and vessel
- managing transport of product for post-harvest operations or sale
- recruiting and training staff, including skippers
- skippering a vessel.

Work may vary between enterprises.

Job role titles may include:

- fleet manager
- on-land operations manager
- production manager
- quality or compliance manager
- skipper/owner.

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Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- prior vocational qualifications or experience related to maritime certifications, fishing operations, seafood processing or aquaculture.

Pathways from the qualification

After achieving this qualification, candidates may undertake professional development activities in areas of benefit to their workplace and their personal aspirations.

This qualification also contains units that are part of:

- Limited Fishing Charter Operator Skill Set
- Extended Fishing Charter Operator Skill Set
- Industry Leadership: Strategic Development Skill Set.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply for some competencies. Food safety, OHS and environmental protection regulatory requirements apply in the management of fishing operations.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI50211 Diploma of Fishing Operations The following table contains a summary of the employability skills as identified by the fishing operations sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one workplace to another.	
Employability Skill	**Industry for this qualification include**:
Communication	• consulting with and conveying information on OHS to staff

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• interpreting relevant information to aid decision making • promptly instructing crew in response to abnormal situations • providing oral and written instructions for routine and emergency situations • responding to diversity • using clear, timely and accurate communication to inform crew of their responsibilities during fishing operations • using ranges and bearings from RADAR • using logical argument to gain commitment for financial and human resources for OHS purposes.
Teamwork	• showing consideration of others when positioning fishing operation • facilitating teams to achieve business goals, develop and implement policy • identifying and using the strengths of other team members • working as an individual and a team member • working with diverse individuals and groups.
Problem solving	• acting to minimise the effects of abnormal situations on crew, environment and vessel safety whilst also minimising disruption to operations • determining solutions to control risks to systems, such as OHS, environmental management, physical resource management, human resource management and financial management • maximising vessel stability during all stages of the fishing operation.
Initiative and enterprise	• facilitating and promoting change within the fishing enterprise • forecasting weather and responding appropriately • generating a range of options in response to workplace matters • identifying improvements to the fishing enterprise, including efficiencies, productivity and systems, such as OHS, environmental management and quality assurance • making recommendations on enterprise policy development, such as OHS, environmental management and sustainability, workforce development and regulatory matters • offering advice to develop industry policy, regulations and procedures • selecting area of operation to optimise fishing opportunity • taking initiative and making decisions within workplace role • translating ideas into actions.
Planning and organising	• adapting resource allocations to cope with contingencies • allocating people and other resources to tasks and workplace requirements • controlling vessel speed with due regard for safety, fishing

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	operation and prevailing conditions • delegating roles and responsibilities for OHS and environmental management • determining or applying required resources • fixing position on navigational charts or electronic plotters • implementing and monitoring of systems, such as OHS and environmental management systems • managing time and priorities • organising personnel into an efficient fishing operation • planning fishing areas based on information available, target species and fishing gear • planning systematic approaches, such as for OHS, environmental management, workforce development and meeting regulatory obligations • sequencing activities for safe and efficient operation • using basic business systems for planning and organising • working within or establishing clear enterprise goals and deliverables.
Self-management	• being timely and effective in responding to enterprise needs within work role • carrying their fair share of the workload • managing personal stress • prioritising work and related activities • taking responsibility for actions of self and others to achieve outcomes.
Learning	• being open to learning, new ideas and techniques • consulting and incorporating regulations into work practices • contributing to the learning of others • learning in a range of settings, including informal learning • learning in order to accommodate change • participating in ongoing learning.
Technology	• applying technology as a management tool to analyse and present information • using catch reporting systems • using electronic aids to assist in locating fishing opportunities • using electronic communication tools • using vessel monitoring systems.

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Packaging Rules

Packaging Rules

A total of twenty one (21) units of competency must be achieved.

- four (4) core units ***plus***
- six (6) fishing specialist elective units (Group A) ***plus***
- eleven (11) elective units that may be selected from a combination of:
  - Group A fishing specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported and at least three (3) of those units must be aligned to Certificate IV or Diploma level. Units must be relevant to workplace needs.

Core units of competency

Unit code	**Unit title**
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

Elective units of competency

Group A: Fishing specialist units

Unit code	**Unit title**
SFIEMS501B	Develop workplace policy for sustainability
SFIFISH310A	Adjust and position fishing gear
SFIFISH401C	Locate fishing grounds and stocks of fish
SFIFISH402C	Manage and control fishing operations

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Unit code	Unit title
SFIOHS501C	Establish and maintain the enterprise OHS program
AHCMOM502A	Implement a machinery management system

Group B: **Other elective units**

Business services

Unit code	Unit title
AHCAGB602A	Manage estate planning
BSBADM502B	Manage meetings
BSBADM504B	Plan or review administrative systems
BSBFIM501A	Manage budgets and financial plans
BSBFIM502A	Manage payroll
BSBHRM506A	Manage recruitment selection and induction processes
BSBINM601A	Manage knowledge and information
BSBMGT515A	Manage operational plan
BSBMGT617A	Develop and implement a business plan
BSBPMG510A	Manage projects
BSBWRK509A	Manage industrial relations
FNSORG604A	Establish outsourced services and monitor performance

Community management

Unit code	Unit title
SFIPROC611C	Participate in a media interview or presentation

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Unit code	Unit title
AHCCCF502A	Facilitate development of group goals and projects
AHCCCF503A	Promote group formation and development
AHCCCF504A	Support group and community changes in resource management
AHCCCF505A	Contribute to regional planning process
AHCCCF506A	Manage the incorporation of a group
AHCCCF601A	Map regional issues and stakeholders
AHCILM506A	Operate within community cultures and goals
AHCILM508A	Propose a negotiated outcome for a given area of country
AHCLPW601A	Coordinate the preparation of a regional resource management plan
AHCWRK502A	Collect and manage data
AHCWRK503A	Prepare reports
CHCCD404E	Develop and implement community programs
LGACOM502B	Devise and conduct community consultations
TLIR4003A	Negotiate a contract

Fishing charter operations

Unit code	Unit title
SFIFCHA302C	Operate an inshore day charter
SFIFCHA501C	Plan and manage extended fishing charter trips* *SFIFCHA302C Operate an inshore day charter*

Quality assurance and food safety

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Unit code	Unit title
MTMPS5603B	Develop, manage and maintain quality systems
MTMPSR5601B	Design and manage the food safety system

Industry leadership Focus C - Strategic development

Unit code	Unit title
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

Small business management

Unit code	Unit title
BSBSMB301A	Investigate micro business opportunities
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405B	Monitor and manage small business operations
BSBSMB406A	Manage small business finances

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Unit code	Unit title
BSBSMB407A	Manage a small team

Strategic management

Unit code	Unit title
BSBATSIC411C	Communicate with the community
BSBEBU501A	Investigate and design e-business solutions
BSBINM501A	Manage an information or knowledge management system
BSBINN502A	Build and sustain an innovative work environment
BSBLED501A	Develop a workplace learning environment
BSBMGT502B	Manage people performance
BSBMGT516C	Facilitate continuous improvement
BSBMGT605B	Provide leadership across the organisation
BSBMGT616A	Develop and implement strategic plans
BSBPUR501C	Develop, implement and review purchasing strategies
BSBPUR504B	Manage a supply chain
BSBWOR501B	Manage personal work priorities and professional development

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SFI50411 Diploma of Fisheries Compliance

Modification History

Release	TP Version	Comments
2	SFI11v1.1	Equivalent imported units updated
1	SFI11	Initial release

Description

This qualification specifies the competencies relevant to individuals who manage the fisheries management and compliance functions.

Job roles

An individual operating at this level may be responsible for:

- a specialist business area, such as finance, human resources, physical resources or workforce development
- a specialist compliance area, such as prosecutions or investigations
- management of patrol vessels
- management of special projects
- managing one or more regional areas or business sections
- operational planning and management.

Job titles that apply to individuals working at this level may include:

- business manager
- senior fisheries and marine officer
- senior fisheries officer
- supervising fisheries and marine officer.

Pathways Information

Pathways into the qualification

Entry into this qualification may be:

- after completing SFI40411 Certificate IV in Fisheries Compliance
- by direct entry
- after completing studies, tertiary or vocational, in marine environmental management.

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Pathways from the qualification

After achieving this qualification candidates may undertake:

- PSP60504 Advanced Diploma of Government (Management).

It includes specialist streams in compliance management and investigation management. An Advanced Diploma may be undertaken by fisheries managers as part of their career development, and the agency's workforce development plan.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles and vessels apply for some competencies.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
SFI50411 Diploma of Fisheries Compliance The following table contains a summary of the employability skills as identified by the fisheries compliance sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.	
Employability Skill	**Agency requirements for this qualification include**:
Communication	• communicating with team members and management to ensure open communication channels and to clarify issues • ensuring plans and frameworks are easily understood by others • resolving conflict and disputes in the work team.
Teamwork	• being a role model for other team members • consulting and developing objectives with the work team.
Problem solving	• developing risk management approaches • developing techniques to address faults and inefficiencies.
Initiative and enterprise	• identifying and developing opportunities for improved work practices.

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Planning and organising	• preparing work plans and budgets • setting priorities effectively, allocating and managing time and resources accordingly.
Self-management	• carrying their fair share of the workload • displaying commitment to the codes of conduct and values of the organisation • modelling professional and ethical behaviour • taking responsibility for actions of self and others to achieve outcomes.
Learning	• maintaining knowledge and understanding of legislation and regulations.
Technology	• using business technology, such as programs and telecommunications to collect and manage information.

Packaging Rules

Packaging Rules

A total of seventeen (17) units of competency must be achieved.

- two (2) core units ***plus***
- eight (8) fisheries compliance specialist elective units (Group A) ***plus***
- seven (7) elective units that may be selected from a combination of:
  - Group A fisheries compliance specialist units not yet selected for this qualification
  - Group B electives
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of three (3) units can be imported, however, at least two (2) of those units must be aligned to Certificate IV or Diploma level. Units must be relevant to fisheries compliance operations and not duplicate skills already selected.

Core units of competency

Unit code	**Unit title**
SFICORE101C	Apply basic food handling and safety practices

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Unit code	Unit title
SFIEMS301B	Implement and monitor environmentally sustainable work practices

Elective units of competency

Group A: **Fisheries compliance specialist units**

Unit code	Unit title
SFICOMP401C	Administer the district office
SFICOMP407C	Undertake prosecution procedures for magistrate's court
SFICOMP501C	Conduct an investigative audit
SFICOMP502C	Contribute to fisheries management
SFICOMP503C	Undertake the prosecution in a trial
SFIEMS501B	Develop workplace policy for sustainability
BSBMGT401A	Show leadership in the workplace
BSBMGT402A	Implement operational plan
BSBMGT403A	Implement continuous improvement
BSBWHS401A	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBRSK401A	Identify risk and apply risk management processes
BSBWOR401A	Establish effective workplace relationships
BSBWOR402A	Promote team effectiveness
PSPPOL601A	Develop public policy
PSPREG502A	Coordinate investigation processes
PUAPOL028B	Manage investigation information processes

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Group B: Other elective units

Business services

Unit code	Unit title
BSBADM409A	Coordinate business resources
BSBCMM401A	Make a presentation
BSBCUS401B	Coordinate implementation of customer service strategies
BSBCUS402B	Address customer needs
BSBCUS403B	Implement customer service standards
BSBFIA402A	Report on financial activity
BSBINM401A	Implement workplace information system
BSBINN301A	Promote innovation in a team environment
BSBITS401B	Maintain business technology
BSBMGT404A	Lead and facilitate off site staff
BSBMKG413A	Promote products and services
BSBPMG510A	Manage projects
BSBREL401A	Establish networks
BSBRES401A	Analyse and present research information
BSBWOR404B	Develop work priorities
BSBWRT401A	Write complex documents
FNSORG604A	Establish outsourced services and monitor performance

Industry leadership Focus C - Strategic development

Unit code	Unit title

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Unit code	Unit title
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

Training and assessment

Unit code	Unit title
TAEASS401B	Plan assessment activities and processes
TAEASS402B	Assess competence
TAEASS403B	Participate in assessment validation
TAEDEL402A	Plan, organise and facilitate learning in the workplace

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SFI50511 Diploma of Seafood Processing

Modification History

Release	TP Version	Comments
3	SFI11v1.3	*HLTFA301B Apply first aid* replaced with *HLTFA311A Apply first aid* in response to regulatory changes
2	SFI11v1.1	Equivalent imported units updated Included prerequisites in Packaging Rules
1	SFI11	Initial release

Description

This qualification represents the competencies relevant to people working in the seafood processing sector of the seafood industry in the capacity of an owner manager or operations manager. A person operating at this level will have a wide range of technical skills and/or managerial, coordination and planning responsibilities.

The qualification will have application for people working:

- on aquaculture farms or fishout/put-and-take operations
- for contract harvesting and on-farm processing companies
- in processing plants
- for wholesalers or retailers.

Job roles

A person operating at this level will have a wide range of technical skills and/or managerial, coordination and planning responsibilities which may include:

- managing risk and implementation of effective controls and corrective actions
- managing the production system
- designing and planning of processing and holding systems and other structures
- developing policies and procedures ensuing continual improvement throughout the business
- complying with a wide range of local, state, territory and federal government regulations and restrictions, including human resources, aquaculture operations, occupational health and safety (OHS), environment, animal welfare and food safety
- implementing new technologies and ideas

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- sourcing external contractors and services.

Work may vary between enterprises.

Job role titles may include:

- owner/manager
- factory manager
- production manager
- quality manager
- compliance manager
- marketing manager
- new technology/automation specialist.

Pathways Information

Pathways into the qualification

Pathways for candidates considering this qualification include:

- SFI30511 Certificate III in Seafood Processing, or equivalent experience
- SFI40511 Certificate IV in Seafood Processing
- vocational and tertiary studies related to environmental sustainability or aquaculture.

Pathways from the qualification

After achieving this qualification, candidates may undertake professional development activities in areas of benefit to their workplace and their personal aspirations.

Licensing/Regulatory Information

Licensing, legislative, regulatory or certification considerations

Licences for operating motor vehicles, tractors, forklifts, vessels and other plant apply to some competencies.

Entry Requirements

Not Applicable

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

SFI50511 Diploma of Seafood Processing

The following table contains a summary of the employability skills as identified by the seafood processing sector for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The outcomes described here are broad industry requirements and may vary from one agency to another.

Employability Skill	**Industry requirements for this qualification include**:
Communication	• determining performance required to meet internal and external customer needs • facilitating team achievements • leading cooperative work relations with people of different ages, gender, race or religion • managing organisational processes and providing problem-solving support to others • providing leadership.
Teamwork	• analysing food safety practices • identifying and addressing potential and actual problems associated with work operations or in achieving work outcomes • identifying environmental features, regulations, insurance requirements, legal requirements and other factors which may affect the product or service to be provided • identifying hazards and suggesting control measures • investigating problem causes and implementing corrective strategies • using material and process knowledge to solve problems.
Problem solving	• determining information gathering requirements to monitor work processes and procedures • determining quality and other indicators of work • determining and acting on situations requiring further information or problem solving • identifying efficient production processes • implementing continuous improvement processes • implementing business development processes • providing leadership in the workplace.
Initiative and enterprise	• conducting business planning processes • demonstrating time-management skills • determining resource requirements • determining work timelines and output targets • identifying hazards and implementing appropriate hazard control measures

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• optimising work processes.
Planning and organising	• analysing implications of relevant Acts and regulations on work practices • conducting work reviews to determine improvement requirements • determining workplace procedures and instructions • managing own time to meet deadlines • monitoring work operations and identifying and acting on any quality and performance issues.
Self-management	• assessing work data and information to identify areas for improved performance • being supportive and assertive and using interpersonal skills to encourage workplace learning • developing learning opportunities • gathering feedback on own work to assess effectiveness in meeting objectives and integrate information into own practice • identifying own training needs and seeking skill development if required • maintaining currency of industry skill and knowledge.
Learning	• ensuring readiness and operational efficiency of workplace technology • helping others use technology efficiently and safely • selecting computer software applications to perform work operations • working with technology safely and according to workplace standards.
Technology	• ensuring readiness and operational efficiency of workplace technology • helping others use technology efficiently and safely • selecting computer software applications to perform work operations • working with technology safely and according to workplace standards.

Packaging Rules

Packaging Rules

A total of twenty one (21) units of competency must be achieved.

- five (5) core units ***plus***

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- three (3) seafood processing specialist elective units (Group A) ***plus***
- thirteen (13) elective units that may be selected from a combination of:
  - Group A seafood processing specialist units not yet selected for this qualification
  - Group B elective units
  - imported units from this Training Package or from any other nationally endorsed Training Package or accredited course. A maximum of four (4) units can be imported, however, at least three (3) of those units must be aligned to Certificate IV or Diploma level. Units must be relevant to seafood processing and not duplicate units already selected.

Core units of competency

Unit code	**Unit title**
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
SFIPROC401C	Evaluate a batch of seafood

Elective units of competency

Group A: **Seafood processing specialist units**

Unit code	**Unit title**
SFIEMS501B	Develop workplace policy for sustainability
SFIOHS501C	Establish and maintain the enterprise OHS program
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

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Unit code	Unit title
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
SFIPROC609C	Monitor the seafood business environment to determine threats and opportunities
SFIPROC610C	Establish and manage effective external relationships
TAADEL502B	Facilitate action learning projects

Group B: **Other elective units**

Competitive manufacturing

Unit code	Unit title
MEM15001B	Perform basic statistical quality control
MSS404052A	Apply statistics to operational processes
MSACMC611A	Manage people relationships
MSS405001A	Develop competitive systems and practices for an organisation
MSACMT620A	Develop quick changeover procedures
MSS405050A	Determine and improve process capability*

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Unit code	Unit title
	MSS404052A Apply statistics to operational processes
MSS405070A	Develop and manage sustainable energy practices

Occupational health and safety

Unit code	Unit title
HLTFA311A	Apply first aid

Post-harvest operations

Unit code	Unit title
SFIDIST501C	Export product
SFIDIST502C	Import product
SFIPROC611C	Participate in a media interview or presentation
SITXMPR404	Coordinate marketing activities
SITXMPR502	Develop and implement marketing strategies
AHCBUS502A	Market products and services
TLIA4025A	Regulate temperature controlled stock
TLIR4002A	Source goods/services and evaluate contractors

Quality assurance and food safety

Unit code	Unit title
MTMPS5603B	Develop, manage and maintain quality systems

Business services

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Unit code	Unit title
AHCAGB602A	Manage estate planning
BSBADM502B	Manage meetings
BSBADM504B	Plan or review administrative systems
BSBFIM501A	Manage budgets and financial plans
BSBFIM502A	Manage payroll
BSBMGT515A	Manage operational plan
BSBHRM506A	Manage recruitment selection and induction processes
BSBINM601A	Manage knowledge and information
BSBMGT617A	Develop and implement a business plan
BSBPMG510A	Manage projects
BSBPUR502B	Manage supplier relationships
BSBWRK509A	Manage industrial relations
FNSORG604A	Establish outsourced services and monitor performance
TAADEL502B	Facilitate action learning projects

Industry leadership Focus C - Strategic development

Unit code	Unit title
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

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Unit code	Unit title
SFILEAD507C	Provide corporate leadership

Strategic management

Unit code	Unit title
BSBATSIC411C	Communicate with the community
BSBEBU501A	Investigate and design e-business solutions
BSBINM501A	Manage an information or knowledge management system
BSBINN502A	Build and sustain an innovative work environment
BSBLED501A	Develop a workplace learning environment
BSBMGT502B	Manage people performance
BSBMGT516C	Facilitate continuous improvement
BSBMGT605B	Provide leadership across the organisation
BSBMGT616A	Develop and implement strategic plans
BSBPUR501C	Develop, implement and review purchasing strategies
BSBPUR504B	Manage a supply chain
BSBSUS501A	Develop workplace policy and procedures for sustainability
BSBWOR501B	Manage personal work priorities and professional development
PSPPOL501A	Develop organisation policy

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SFISS00001 Environment Management Systems Coordinator Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards: SFI30211 Certificate III in Fishing Operations SFI40211 Certificate IV in Fishing Operations

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	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

Target Group

Target group	Qualified Coxswain or Master Class 5 recipients intending to undertake

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	fishing operations. The Skill Set has been designed to address the skills and knowledge gap between the Maritime regulatory qualification and being a skilled and safe fisher. It will be necessary to check with your relevant state or territory department for current licensing, legislative or regulatory requirements before undertaking this Skill Set.

Suggested words for Statement of Attainment

Suggested words for statement of attainment	Environmental Management Systems Officer Skill Set, or Environmental Management Systems Coordinator Skill Set

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SFISS00002 Extended Fishing Charter Operator Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards: SFI20211 Certificate II in Fishing Operations SFI30211 Certificate III in Fishing Operations SFI40211 Certificate IV in Fishing Operations SFI50211 Diploma of Fishing Operations

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	SFIFCHA301C	Develop information and advice on fishing charter trips
	SFIFCHA302C	Operate an inshore day charter
	SFIFCHA501C	Plan and manage extended fishing charter trips
	SFIFISH206C	Maintain, prepare, deploy and retrieve hand operated lines to land catch
	SFIFISH310A	Adjust and position fishing gear
	SFIFISH401C	Locate fishing grounds and stocks of

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Units	SFIFCHA301C	Develop information and advice on fishing charter trips
		fish

Target Group

Target group	Qualified Coxswain or Master Class 5 recipients intending to provide extended fishing charter services at sea or overnight. It will be necessary to check with your relevant state or territory department for current licensing, legislative or regulatory requirements before undertaking this Skill Set.

Suggested words for Statement of Attainment

Suggested words for statement of attainment	Extended Fishing Charter Operator Skill Set

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SFISS00003 Fisheries Resource Management Observer Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards: SFI30211 Certificate III in Fishing Operations SFI30311 Certificate III in Seafood Industry (Environmental Management Support)

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	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

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Target Group

Target group	Observers are placed on fishing vessels for the purpose of onboard observations of fishing activities and the gathering of scientific data or information for research and resource management purposes. Observers do not have authority to monitor compliance with fisheries management regulations. It will be necessary to check with your relevant state or territory department for current licensing, legislative or regulatory requirements before undertaking this Skill Set.

Suggested words for Statement of Attainment

Suggested words for statement of attainment	Fisheries Resource Management Observer Skill Set

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SFISS00004 Fishing Operator Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards: SFI20211 Certificate II in Fishing Operations SFI30211 Certificate III in Fishing Operations SFI40211 Certificate IV in Fishing Operations

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	SFICORE101C	Apply basic food handling and safety practices
	SFIFISH310A	Adjust and position fishing gear
	SFIFISH401C	Locate fishing grounds and stocks of fish
	SFIFISH402C	Manage and control fishing operations

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Target Group

Target group	Qualified Coxswain or Master Class 5 recipients intending to undertake fishing operations. The Skill Set has been designed to address the skills and knowledge gap between the Maritime regulatory qualification and being a skilled and safe fisher. It will be necessary to check with your relevant state or territory department for current licensing, legislative or regulatory requirements before undertaking this Skill Set.

Suggested words for Statement of Attainment

Suggested words for statement of attainment	Fishing Operator Skill Set

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SFISS00005 Industry Leadership - Resource Management Group Membership Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards: SFI40211 Certificate IV in Seafood Industry (Fishing Operations) SFI40311 Certificate IV in Seafood Industry (Environmental Management)

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	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

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Target Group

Target group	This Skill Set was developed for aquaculturists, fishers, fisheries compliance staff, and seafood processors, retailers and distributors who represent their sector in industry and resource management forums. The competencies relate to the application of skills used in providing expert advice, analysing data to generate options to address resource management concerns and negotiating collective outcomes within the group. It will be necessary to check with your relevant state or territory department for current licensing, legislative or regulatory requirements before undertaking this Skill Set.

Suggested words for Statement of Attainment

Suggested words for statement of attainment	Resource Management Group - Leadership Skill Set

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SFISS00006 Industry Leadership - Sector Representation Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards: SFI40211 Certificate IV in Fishing Operations SFI40311 Certificate IV in Seafood Industry (Environmental Management)

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	SFILEAD401B	Develop and promote knowledge of the industry sector
	SFILEAD402B	Negotiate effectively for the sector
	SFILEAD403B	Demonstrate commitment and professionalism

Target Group

Target group	This Skill Set was developed for aquaculturists, fishers, fisheries compliance staff, and seafood processors, retailers and distributors who represent their sector in community and/or industry forums. The competencies relate to the application of skills used in promoting their

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	sector, negotiating on behalf of their sector and conducting themselves with commitment and professionalism in interactions with others. It will be necessary to check with your relevant state or territory department for current licensing, legislative or regulatory requirements before undertaking this Skill Set.

Suggested words for Statement of Attainment

Suggested words for statement of attainment	<<industry sector>> sector representative Skill Set Examples: Aquaculture Sector Representative - Leadership Skill Set Fishing Sector Representative - Leadership Skill Set

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SFISS00007 Industry Leadership - Strategic Development Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards: SFI50211 Diploma of Fishing Operations SFI50111 Diploma of Aquaculture

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	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

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Target Group

Target group	This Skill Set was developed for aquaculturists, fishers, fisheries compliance staff, and seafood processors, retailers and distributors who are taking a lead role in developing and managing the seafood industry. The competencies relate to skills applicable to strategic thinking and planning, advanced communication and networking and providing leadership and direction to others in an industry context. It will be necessary to check with your relevant state or territory department for current licensing, legislative or regulatory requirements before undertaking this Skill Set.

Suggested words for Statement of Attainment

Suggested words for statement of attainment	Seafood Industry Strategic Leader Skill Set

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SFISS00008 Limited Fishing Charter Operator Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards: SFI20211 Certificate II in Fishing Operations SFI30211 Certificate III in Fishing Operations SFI40211 Certificate IV in Fishing Operations

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	SFIFCHA301C	Develop information and advice on fishing charter trips
	SFIFCHA302C	Operate an inshore day charter
	SFIFISH206C	Maintain, prepare, deploy and retrieve hand operated lines to land catch
	SFIFISH310A	Adjust and position fishing gear
	SFIFISH401C	Locate fishing grounds and stocks of fish

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Target Group

Target group	Qualified Coxswain or Master Class 5 recipients intending to provide limited fishing charter services on a day or part-day basis, in shore. It will be necessary to check with your relevant state or territory department for current licensing, legislative or regulatory requirements before undertaking this Skill Set.

Suggested words for Statement of Attainment

Suggested words for statement of attainment	Limited Fishing Charter Operator Skill Set

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SFISS00009 Net Construction and Repair Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathway	These units may provide credit towards: SFI20211 Certificate II in Fishing Operations SFI30211 Certificate III in Fishing Operations

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

Units	SFICORE103C	Communicate in the seafood industry
	SFICORE105B	Work effectively in the seafood industry
	SFICORE106B	Meet workplace OHS requirements
	SFIFISH210C	Assemble and repair damaged netting
	SFIFISH309B	Construct nets and customise design

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Target Group

Target group	This Skill Set meets the needs of a small group of net makers who undertake net construction, net assembly and net repair work for the fishing and aquaculture sectors. It will be necessary to check with your relevant state or territory department for current licensing, legislative or regulatory requirements before undertaking this Skill Set.

Suggested words for Statement of Attainment

Suggested words for statement of attainment	Net Construction and Repair Skill Set

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SFISS00010 Fish Processor Induction Skill Set

Modification History

Release	TP Version	Comments
1	SFI11v1.1	Initial release

Description

Not applicable.

Pathways Information

These units provide credit towards:

- SFI10511 Certificate I in Seafood Processing
- SFI20511 Certificate II in Seafood Processing

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Unit Code	Unit Title
SFICORE101C	Apply basic food handling and safety practices
SFICORE106B	Meet workplace OHS requirements
SFIPROC101C	Clean fish
SFIPROC105B	Fillet fish and prepare portions
SFIPROC106B	Work with knives

Target Group

This Skill Set supports induction for entry level workers with no prior experience or qualifications in a seafood processing environment.

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Suggested words for Statement of Attainment

These competencies meet industry requirements in support of induction for entry level seafood processing workers.

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SFISS00011 Deckhand Induction Skill Set

Modification History

Release	TP Version	Comments
1	SFI11v1.1	Initial release

Description

Not applicable.

Pathways Information

These units provide credit towards:

- SFI10211 Certificate I in Fishing Operations
- SFI20211 Certificate II in Fishing Operations

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Unit Code	Unit Title
SFICORE101C	Apply basic food handling and safety practices
SFICORE106B	Meet workplace OHS requirements
SFIFISH214B	Contribute to at-sea processing of seafood
SFIFISH215B	Apply deckhand skills aboard a fishing vessel

Target Group

This Skill Set supports induction for entry level workers with no prior experience or qualifications in a fishing environment.

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Suggested words for Statement of Attainment

These competencies meet industry requirements in support of induction for entry level fishing workers.

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SFISS00012 Abalone Diver Environmental Management Skill Set

Modification History

Release	TP Version	Comments
2	SFI11v2	*SFIDIVE302B Perform diving operations using surface-supplied breathing apparatus* replaced with *SFIDIVE310A Perform diving operations using SSBA*
1	SFI11v1.2	Initial release

Description

Not applicable.

Pathways Information

These units provide credit towards a large number of qualifications in the SFI11 Training Package, including but not limited to SFI30311 Certificate III in Seafood Industry (Environmental Management Support) and SFI40311 Certificate IV in Seafood Industry (Environmental Management).

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Unit Code	Unit Title
SFIDIVE310A	Perform diving operations using SSBA
SFIEMS301B	Implement and monitor environmentally sustainable work practices
SFIEMS302B	Act to prevent interaction with protected species
SFIOBSV301B	Monitor and record fishing operations
SFIOBSV302B	Collect reliable scientific data and samples

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Target Group

Individuals working as divers in abalone fisheries.

Suggested words for Statement of Attainment

These competencies meet the industry requirements for abalone divers performing resource monitoring and environmental assessment of abalone fisheries.

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SFISS00013 Senior Deckhand Skill Set

Modification History

Release	TP Version	Comments
1	SFI11v2.1	Initial Release

Description

Not applicable.

Pathways Information

These units provide credit towards SFI30211 Certificate III in Fishing Operations.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Unit Code	Unit Title
SFIEMS301B	Implement and monitor environmentally sustainable work practices
SFIOHS301C	Implement OHS policies and guidelines
SFICORE101C	Apply basic food handling and safety practices

Target Group

This Skill Set is intended for senior deckhands of fishing vessels involved in the live catch of southern rock lobster. The Skill Set is also applicable to senior deckhands on any fishing vessel.

Suggested words for Statement of Attainment

These competencies meet the industry requirements for Senior Deckhands on fishing vessels including those undertaking live catch of southern rock lobster.

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SFISS00014 Skipper Skill Set

Modification History

Release	TP Version	Comments
1	SFI11v2.1	Initial Release

Description

Not applicable.

Pathways Information

These units provide credit towards

SFI30211 Certificate III in Fishing Operations, or

SFI40211 Certificate IV in Fishing Operations

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Unit Code	Unit Title
SFIEMS301B	Implement and monitor environmentally sustainable work practices
SFIOHS301C	Implement OHS policies and guidelines
SFICORE101C	Apply basic food handling and safety practices
SFIFISH402C	Manage and control fishing operations
BSBRSK401A	Identify risk and apply risk management processes

Target Group

This Skill Set is intended for skippers of rock lobster fishing vessels involved in the live catch sector of the fishing industry. The Skill Set is also applicable to any fishing vessel.

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Suggested words for Statement of Attainment

These competencies meet the industry requirements for skippers on fishing vessels including those undertaking live catch of southern rock lobster.

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AHCILM305A Work with an Aboriginal Community or organisation

Modification History

Release	TP Version	Comments
1	AHC10v5	Initial release. Supersedes and is not equivalent to AHCILM303A

Unit Descriptor

This unit covers the process of operating in an Aboriginal Community or organisation while demonstrating an awareness of Aboriginal identity, history and spirituality.

Application of the Unit

This unit is normally carried out within own area of responsibility. It requires some judgement and discretion, and would be carried out under minimal supervision within enterprise guidelines. The unit applies to participants working in and with Aboriginal communities and organisations and is also applicable to the work of repatriation workers and anthropologists.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

AHCILM306A Follow Aboriginal cultural protocols

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define Australian history from an Aboriginal cultural and Community perspective	1.1 Major characteristics of the social structures of Aboriginal societies are determined 1.2 Impacts on Aboriginal social structures following European colonisation are identified 1.3 Examples of resistance to European colonisation are recorded 1.4 Positive and negative effects of European colonisation are documented 1.5 Various approaches and resources which can be employed in order to identify cultural authorities for specific Country and Community are determined 1.6 Contemporary Aboriginal social, economic and political trends are researched in the context of Community life
2. Summarise actions of governments to deal with the effects of European colonisation on Aboriginal people	2.1 Major legislation and/or policy directions of governments that affect Aboriginal people are identified 2.2 Legal parameters relating to Aboriginal land ownership, acquisition and management are defined 2.3 Impacts of laws and/or policies on social structures of Aboriginal peoples are documented
3. Outline strategies for working with Aboriginal organisations and people	3.1 Differences in relation to working as an Aboriginal person (or non-Aboriginal person) within Aboriginal and non-Aboriginal communities and organisations are acknowledged and considered 3.2 Aboriginal ways of working are identified 3.3 Potential conflicts are recognised 3.4 ***Strategies*** for minimisation of conflicts are identified and implemented
4. Operate effectively in a job role working with an Aboriginal Community or organisation	4.1 ***Aboriginal cultural protocols*** are observed according to Community and/or organisational guidelines and procedures 4.2 Community traditions and customs are respected according to workplace policies and procedures 4.3 Productive relationships are built and maintained within the Aboriginal Community and organisation 4.4 Mutual respect is created and given as evidenced by effective engagement and shared outcomes with the Community and/or organisation over time

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ELEMENT	PERFORMANCE CRITERIA
	4.5 Feedback on personal ***work*** performance, interpersonal ways of relating and adherence to Aboriginal cultural protocols is valued and obtained

Required Skills and Knowledge

Required skills include:

Ability to:

- gather information about Aboriginal and non-Aboriginal social structures
- summarise actions of governments to deal with the effects of European colonisation
- deal with personal negative responses/reactions in a positive way
- implement strategies that support the concept/implementation of Aboriginal management (principles)
- understand and engage effectively in mediation and conflict resolution
- operate effectively within an Aboriginal Community or organisational job role
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
- apply sustainable environmental practices
- apply workplace health and safety requirements

Required knowledge includes:

Knowledge of:

- Aboriginal history, cultural values and interpersonal and Community protocols
- authentic and authoritative sources for Aboriginal cultural information, material and expression able to be accessed and shared
- Aboriginal communities and social structures
- Aboriginal cultural customs and heritage
- history of British society and dispossession in Australia
- Aboriginal history and impact of European colonisation
- legislation and its impact on Aboriginal communities
- Cultural and Heritage Legislation or relevant NPWS legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this Unit	The delivery and assessment of training of this unit must comply with Community protocols and be carried out in consultation with and in participation with Traditional Owners and/or Elders and Custodians of that specific Country. Candidates must demonstrate evidence of the ability to: • work within and between Aboriginal and non-Aboriginal social structures • apply an understanding of the perceptions and impacts of government action to deal with the effects of European colonisation within Aboriginal communities • demonstrate empathy and respect in working with Aboriginal communities and organisations • build effective and productive working relationships with Aboriginal people and communities
Context of and specific resources for assessment	Assessment events must be contextualised to meet the needs of the particular group, including: • an Aboriginal Community, educational or workplace setting • involvement of people approved by cultural authorities and/or Traditional Owners of the relevant local Community • candidates who have gained relevant knowledge and skills through their life experience
Method of assessment	A range of assessment methods should be used to assess competency in following Aboriginal cultural protocols. The following examples are appropriate for this unit: • observation of the candidate relating to and engaging Aboriginal persons and Aboriginal Community • direct questioning combined with third-party workplace reports of on-the-job performance • verbal or written questioning • observation of work conducted in Aboriginal Community and/or organisation • evaluation of the outcomes of work conducted in

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	Aboriginal Community and/or organisation Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: AHCILM306A Follow Aboriginal cultural protocols AHCILM404A Record and document Community history Assessment for this unit should comprise a combination of theory and practical application. Both aspects of assessment are best conducted on Country for this unit.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Strategies may include:	• ideas for 'breaking the ice' at first meetings • ways to demonstrate respect for cultural authority • ways of educating oneself about Aboriginal cultural protocols • discussing ideas with bi-culturally competent others • undertaking Aboriginal language courses • spending time in an Aboriginal Community
Aboriginal cultural protocols may include:	• gender roles in relation to knowledge and cultural practices • information sensitivity and access • appropriate information transfer • negotiations with local Aboriginal Community about information transfer • cultural diversity • natural resources and their importance for economy,

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	religion, spirituality, art, environment, values, beliefs and lore/law. • rights and responsibilities associated with cultural knowledge, story, song, Site, and ceremony • interpersonal ways of relating • the talking of Community politics • repatriation of artefacts • issues of ownership (clans/nations) • ownership of intellectual property • acknowledging participation and ownership • communicating about cultural material • displaying cultural material • handling cultural material • identifying appropriate people to be consulted • occasions when consultation is required • ways in which consultations should be conducted
Work may include:	• a variety of forms of interaction with Aboriginal people and Community • presentations • consultations • research • mentoring • consulting • recording • sharing knowledge • writing reports

Unit Sector(s)

Indigenous land management

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SFIAQUA102B Carry out basic aquaculture activities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves carrying out a range of basic work activities in an aquaculture, seafood holding or ornamental operation. The nature of the work activities will vary between aquaculture enterprises, and involve ***cultured or held stock*** No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit is suitable for VET in schools pathways. Work is carried out under direct supervision.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for ***basic aquaculture activities***	1.1. Instructions, including ***work objectives***, ***work procedures*** and any occupational health and safety (OHS) considerations, are received from the supervisor and confirmed as understood. 1.2. Materials, ***tools*** and any ***personal protective equipment*** (***PPE***) required for the activities are gathered and checked off against supervisor's instructions.
2. Carry out aquaculture activities	2.1. Work is carried out in accordance with the supervisor's instructions and work procedures. 2.2. Clarification of procedures and work objectives is sought from the supervisor should a non-standard situation or uncertainty on procedure or safety issue arise.
3. Clean up after aquaculture activities	3.1. Materials, tools and any PPE are cleaned, checked for obvious damage and returned to storage. 3.2. Verbal work report is given to the supervisor indicating work objectives achieved, any obvious damage to tools and PPE, abnormal stock behaviour and any other problems that may have arisen.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• clarifying instructions when not clearly understood • following instructions • providing oral reports to the supervisor • using hand-held tools and basic repair materials. **Literacy skills used for**: • interpreting instructions, guidelines and work procedures • interpreting schedules relating to feeding, grading or harvesting. **Numeracy skills used for**: • estimating duration of tasks and organising personal schedules • recording and reporting data.
Required knowledge
• basic requirements for survival and growth of aquatic organisms • personal safety requirements • purpose of, and principles for, the operation of basic hand-held tools • work procedures for basic activities.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • follow supervisor's instructions in carrying out basic activities that are typical of aquaculture, seafood

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EVIDENCE GUIDE	
	holding or ornamental enterprises in the region. Assessment must confirm knowledge of: • personal safety requirements in relation to a range of basic activities typically performed.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • equipment, material and PPE required to undertake activities • supervisor.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete

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RANGE STATEMENT	
	worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.

Basic aquaculture activities may include:	• cleaning, drying out, untangling or carrying out minor construction on culture or holding structures and farm structures, such as:
	  • open, flow-through, closed and semi-closed systems
	  • dams, ponds and pools
	  • cages, pontoons, enclosures and pens, including associated moorings, floats, anchors and markers
	  • longlines, posts, racks and rails, rafts, fences, socks, trays, sticks, baskets, modules, barrels, bags and panels
	  • tanks, raceways and recirculating systems
	  • harvesting swimways, canals or channels
	  • live holding tanks, bins, cages and pens
	  • purging or depurating systems
	  • display tanks, aquaria and aquascapes
	  • grow out facilities, hatcheries and nurseries
	• feeding stock
	• manual activities:
	  • moving (e.g. materials and equipment)
	  • painting and stripping
	  • weeding, mowing and digging
	• minor plant and equipment cleaning, maintenance and operation
	• operating associated equipment or systems:
	  • water supply and disposal or effluent systems, including pumps, pipes, canals, channels, settlement ponds and storage dams
	  • blowers, aerators, paddlewheels and

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RANGE STATEMENT	
	aspirators • greenhouses, hothouses and igloos • pest, predator and disease control structures • stock handling and harvesting: • collecting • moving • packing live and dead stock • sorting and grading.
Work objectives may include:	• standards expected, such as minimal stress and risk of injury to stock • timeframe for completing the activity • work outcomes.
Work procedures may include:	• activity steps • supervisor and supervisor's role • tools, materials and PPE required for the activity.
Tools may include:	• basic repair materials, such as glue and plumbers tape • hand-held equipment.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

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Unit Sector(s)

Unit Sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA201C Collect broodstock and seedstock

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves routinely collecting broodstock and seedstock, and transporting it to an aquaculture or an ornamental facility. It covers interpreting instructions, using equipment appropriately, and may involve operations, such as sorting, grading, handling and moving ***cultured or held stock***. It may also cover receival and initial care of the stock once it reaches the aquaculture facility. This unit does not cover crocodiles or the collection of gastropod or bivalve molluscs or other aquatic broodstock or seedstock from the sea by qualified divers (refer to SFIDIVE series). Live transport of broodstock and seedstock is covered in SFISTOR204A Prepare, pack and dispatch stock for live transport. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	**Licences may be required**:
	• if diving
	• if operating:
	  • load-shifting equipment, including forklifts
	  • vehicles
	  • vessels.
	
	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and

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	ecologically sustainable development (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for collection	1.1. Instructions about ***collection requirements*** and ***equipment*** are received from supervisor. 1.2. Required collection equipment is collected and checked for serviceability. 1.3. Sub-standard equipment is repaired or discarded according to manufacturer guidelines. 1.4. Equipment is transferred into ***collection vehicle***, transported to collection area and readied for use.
2. Collect and transport stock	2.1. ***Broodstock*** or ***seedstock*** is collected and graded according to ***quantity and quality requirements***. 2.2. Broodstock or seedstock is packed for transport. 2.3. Broodstock or seedstock is transported to farm and ***treated*** as appropriate. 2.4. Broodstock or seedstock is transferred into ***culture or holding structures***. 2.5. Broodstock or seedstock is handled in a way which minimises stress or damage.
3. Complete post-collection activities	3.1. Clean up of work area, including repairs and storage of equipment, is supervised, and condition report prepared. 3.2. Relevant collection data, observations or information are recorded legibly and accurately, and any out of range or unusual records are checked. 3.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of the broodstock and seedstock collection activities, and recommendations made for improvements. 3.4. Feedback on own work performance is sought from supervisor and opportunities to improve identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• communicating ideas on possible improvements • communicating with supervisor on collection activities and on own performance • maintaining and repairing collection, transport and holding equipment • operating collection, transport and holding equipment • providing oral reports to supervisor on operation irregularities • recognising normal and abnormal stock behaviour. **Literacy skills used for**: • interpreting collection requirements • recording collection information. **Numeracy skills used for**: • counting stock and containers.
Required knowledge
• behaviour of stock in relation to the collection of broodstock and seedstock from the wild • causes of stress and damage in stock and methods to overcome these • collection, transport and holding equipment operating methods, maintenance and repairs • effects of water and weather conditions on stock and OHS of employees • work procedures for collecting broodstock and seedstock

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • collect, transport and hold broodstock and seedstock

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EVIDENCE GUIDE	
	according to collection requirements • follow supervisor's instructions • minimise stress and damage to stock. Assessment must confirm knowledge of: • causes of stress and damage to stock • collection, transport and holding equipment operation consistent with working procedures and manufacturer guidelines.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace while collection, transport and holding are underway or in a simulated work environment. Resources may include: • collection, transport and holding equipment, work procedures and manufacturer guidelines for operation • culture structures with/in water containing stock exhibiting a range of quality parameters • data sheets for recording information • harvest or collection schedule • work procedures for collection, transport and holding stock.
Method of assessment	The following assessment methods are suggested: • demonstration • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Relevant government regulations, licensing and other compliance requirements may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • maritime operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector

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RANGE STATEMENT	
	• enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along

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RANGE STATEMENT	
	chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Collection requirements may include:	• collection equipment • quantities and qualities of stock to be collected • work instruction-time, location and time required.
Equipment may include:	• anaesthetics, syringes, darts, guns and restraints • bait, burley and attractants

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RANGE STATEMENT	

	• bins
	• bivalve seed collectors:
	  • racks, sticks, tubes and slats
	  • Christmas tree rope
	  • mesh bags
	• buckets
	• diving equipment (e.g. breath holding or compressed air)
	• harvesting equipment:
	  • traditional fishing equipment
	  • dilly nets, drop nets, scoop nets, trawl/prawn nets, cast nets, gill nets, traps (e.g. bait and opera house traps), wing nets and snares
	  • flow traps
	  • hand lines and fishing lines
	  • crowd nets and fish pumps or brails
	  • hides or substrate (used with dip nets)
	  • dredges
	  • electrofishers
	• holding and transport equipment
	• oxygen supply
	• tanks
	• transport water and treatment equipment
	• troughs.

Collection vehicle may include:	• car, truck and utility • charter helicopter or plane • motorbike • vessel.
Broodstock may include:	• mature (adult forms)
Seedstock may include:	• immature forms
Quantity requirements may include:	• number • volume • weight.
Quality requirements may include:	• health and activity status • life cycle stage • physical appearance, colour and body shape • sex

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RANGE STATEMENT	
	• size • spawning condition.
Treated may include:	• acclimatisation • quarantine • recovery.
Culture or holding structures may include:	• cages, pontoons, enclosures and pens • dams, ponds and pools, tanks and raceways • hatcheries and nurseries • longlines, rafts, racks and trays, and fences.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA205C Feed stock

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves carrying out a range of stock feeding activities, including hand and mechanical feeding and undertaking specific or general observations. It covers interpreting instructions and using equipment appropriately. It does not cover the production of micro-algae and live-feeds, nor is it applicable to stock that relies on only naturally-occurring feed. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	**Licences may be required if operating**: • load-shifting equipment, including forklifts • vehicles • vessels. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for feeding	1.1. The ***feeding schedule*** is noted and confirmed with supervisor. 1.2. Required equipment is collected and checked for serviceability according to manufacturer instructions. 1.3. Basic repairs and calibrations are made to sub-standard equipment according to manufacturer

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ELEMENT	PERFORMANCE CRITERIA
	instructions. 1.4. Data or record sheets/books are collected for use. 1.5. Required quality and quantity of ***feed*** is collected and loaded into feed hopper or container. 1.6. Feed, equipment and data sheets are moved to feeding site and readied for use.
2. Feed stock	2.1. ***Culture or holding structure*** due to receive feed is identified and confirmed. 2.2. For set feed, feed is distributed according to feeding schedule, and feed trays are checked to determine next feeding level. 2.3. For satiation feed, feed response is noted and feeding continued until response slows down. 2.4. Stock behaviour is observed and recorded and any abnormal activity is reported to supervisor. 2.5. Automatic or mechanised equipment is operated and maintained.
3. Complete post-feeding activities	3.1. Clean up of work area, including repairs and storage of equipment, is supervised, and condition report prepared. 3.2. Relevant feeding data, observations or information are recorded legibly and accurately, and any out of range or unusual ***records*** are checked. 3.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of feeding, and recommendations made for improvements. 3.4. Feedback on own work performance is sought from supervisor and opportunities to improve identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE

- communicating ideas on possible improvements
- communicating with supervisor on feeding activities and on own performance
- feeding techniques
- maintaining and repairing basic feeding equipment
- operating basic feeding equipment
- providing oral reports to the supervisor on feeding
- recognising normal and abnormal stock behaviour and environmental conditions.

Literacy skills used for:

- interpreting a feeding schedules
- interpreting feed labels
- recording feeding information.

Numeracy skills used for:

- estimating percentage of feed consumed
- calculating time between feedings
- counting the number of feeds taken
- measuring feed.

Required knowledge

- basic stock feeding behaviour
- effects of feeding on stock
- effects of water and atmospheric conditions on stock feeding behaviour and OHS of employees
- feeding equipment, maintenance and basic repairs
- handling equipment calibration and operating methods
- meanings of ratios, metric units and the concept of percentages
- operation and maintenance of automatic or mechanised equipment
- safety considerations and hazards associated with feeding equipment options and limitations
- storage of feed to maintain quality and minimise pest infestation, including rotation of feed bags, climate control and pest-proofing storage
- types of feeds required.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • interpret and follow feeding schedule • feed stock by hand or using mechanical devices • make and record observations about stock behaviour during feeding. Assessment must confirm knowledge of: • conditions affecting feeds • factors affecting feed quality of formulated feeds • feeding equipment • feeding methods • feed types • specific feeding requirements of stock.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment, which reflects the range of conditions that may influence feeding activities in a workplace typical of the local area. Resources may include: • feed record data sheets • feeding schedule • range of stock and culture structures relevant to the local area • range of feed products and appropriate feeding equipment • work procedures for feeding formulated diets or increasing access to natural feeds.
Method of assessment	The following assessment methods are suggested: • practical exercises • practical demonstration • written or oral short-answer testing.

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EVIDENCE GUIDE	
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • maritime operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace,

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RANGE STATEMENT	
	maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • appropriate disposal of waste feeds

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RANGE STATEMENT	
	• control of effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

Feeding schedule may include:	• any specific requirements, such as:
	  • feeding trays
	  • observations to be made
	  • special care or feeding techniques
	• feed types and location of stores
	• feeding method and equipment requirements
	• frequency (e.g. times per day/per hour)
	• culture stock and culture or holding structure to be fed
	• ***nutriments*** and natural sources of nutriments

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RANGE STATEMENT	
	and food • period over which feeding is to be carried out • quantities (e.g. weight and volume) • time at which feeding is to be carried out.
Nutriments may include:	• enrichment formulae • feeds (e.g. micro-algae, pellets, powders and emulsions) • green water • nutrients, fertilisers or other chemicals.

Equipment may include:	• feed trays
	• hoppers, buckets or bags
	• mechanised or automated:
	  • belt
	  • blower
	  • clock
	  • demand
	  • smart
	  • spinner
	• scoops
	• transport:
	  • forklifts
	  • motorbikes
	  • vehicles
	  • vessels.

Feed may include:	• brand and batch
	• emulsions or broths
	• flakes or chips
	• live:
	  • algae
	  • brine shrimp
	  • copepods
	  • insects and other invertebrate
	  • nematodes
	  • polychaetes
	  • rotifers
	  • zooplankton
	• moist, semi-moist or dry
	• natural or formulated (e.g. artificial or man-made)

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RANGE STATEMENT	

	• pellets, powders, crumbles or granules
	• plants:
	  • aquatic
	  • micro-algae
	  • seaweed
	• sinking or floating
	• size and shape.

Culture or holding structures may include:	• cages, pontoons, enclosures and pens, including associated moorings, anchors and markers • dams, ponds and pools • display tanks, aquaria and aquascapes • grow out facilities, hatcheries and nurseries • harvesting swimways, canals or channels • live holding tanks, bins, cages and pens • longlines, posts, racks and rails, rafts, fences, socks, trays, sticks, baskets, modules, barrels, bags and panels • open, flow-through, closed and semi-closed systems • purging or depurating systems • tanks, raceways and recirculating systems.
Records may include:	• per cent in feed trays at start and at end • amount of feed required • amount of feed actually provided • daily consumption • feed quality measures, such as presence/level of dust, pests and contaminants • labour content (e.g. hours/day/week) • number of feeds undertaken • time between feedings.

Unit Sector(s)

Unit sector	Aquaculture operations

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA206C Handle stock

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves a range of stock handling activities, including cleaning, moving, grading and stocking of culture or holding structures, half pearl seeding of molluscs, and undertaking specific or general observations. It covers interpreting instructions and using equipment appropriately. This unit also covers handling dangerous stock other than crocodiles. Harvesting and post-harvesting handling activities are covered in SFIAQUA216B Harvest cultured or held stock and SFIAQUA215B Carry out on-farm post-harvest operations, respectively. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	**Licences may be required if operating**: • load-shifting equipment, including forklifts • vehicles • vessels. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal***

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	protective equipment (***PPE***) is selected, checked used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for handling	1.1. Instructions on the ***handling schedule*** are taken and understood.

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ELEMENT	PERFORMANCE CRITERIA
	1.2. Required ***equipment and materials*** are collected and checked for serviceability according to manufacturer guidelines. 1.3. Basic repairs and calibrations are made to sub-standard equipment according to manufacturer instructions. 1.4. Data or record sheets/books are collected for use. 1.5. Equipment and data sheets are moved to handling site and readied for use. 1.6. Water and weather conditions are observed and conditions which could adversely impact on the stock handling activity or wellbeing of *stock* are reported to supervisor. 1.7. ***Culture or holding structures or systems***, ***or other equipment*** identified for stocking are prepared to meet the ***water quality and rearing conditions*** required by the incoming stock. 1.8. Route for stock being moved is selected for ease of access, safety of workers and minimal risk of stress and damage to stock.
2. Handle stock	2.1. Stock are identified, retrieved and isolated with stock behaviour anticipated and controlled, and appropriate safety measures taken for ***dangerous stock***. 2.2. Stock are ***handled*** as instructed by supervisor and in a manner that minimises stock stress and damage. 2.3. ***Statistical data*** relating to stock is obtained and recorded without error against required stocking quantities or quality. 2.4. Stock are returned to original culture or holding structure or introduced into a new culture or holding structure or other equipment after acclimatisation, if appropriate. 2.5. Post-handling mortalities are determined and reported to supervisor. 2.6. Stock behaviour is observed and abnormal activities reported to supervisor. 2.7. Automatic or mechanised equipment is operated and maintained.
3. Complete post-handling activities	3.1. Clean up of work area, including repairs and storage of equipment, is supervised, and condition report prepared.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Relevant handling data, observations or information are recorded legibly and accurately, and any out of range or unusual records are checked. 3.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of handling, and recommendations made for improvements. 3.4. Feedback on own work performance is sought from supervisor and opportunities to improve identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating with supervisor on handling activities and on own performance • communicating ideas on possible improvements • handling techniques • operating basic handling equipment • maintaining and repairing basic handling equipment • providing oral reports to the supervisor on activity irregularities • recognising normal and abnormal stock behaviour and environmental conditions. **Literacy skills used for**: • interpreting handling schedules • recording handling information. **Numeracy skills used for**: • counting, weighing and measuring stock and containers.
Required knowledge
• abnormal stock behaviour and methods of control • basic stock behaviour and biological requirements as they relate to stock handling activities • correct handling for dangerous species

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REQUIRED SKILLS AND KNOWLEDGE
• effects of handling on stock • effects of water and weather conditions on stock and OHS of employees • handling equipment maintenance and basic repairs • handling equipment options and limitations • life cycles of species as they relate to stock handling activities • operation and maintenance of automatic or mechanised equipment • record keeping • safety considerations and hazards associated with moving stock • stock type and groupings.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • handle stock with minimum risk of stress and injury to stock, according to instructions • recognise a range of stock types and groupings. Assessment must confirm knowledge of: • behaviour and biological requirements of stock • procedures for stock handling activities • safety considerations and hazards associated with moving stock.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment and should include typical handling activities that are normally being undertaken in the region. Resources may include: • any products and treatments required for handling

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EVIDENCE GUIDE	
	activities • data sheets for recording handling and stock information • equipment for handling stock • handling schedule • source/destination culture or holding structures • stock which represent a range of groupings • work procedures for stock handling.
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders

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RANGE STATEMENT	
	• health and welfare of aquatic animals • maritime operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements

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RANGE STATEMENT	
	• Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses)

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RANGE STATEMENT	
	• uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

Handling schedule may include:	• destination of handled stock
	• handling activities
	• pre-handling activities (e.g. purging and anaesthesia)
	• quantities to be handled (e.g. number, volume and weight)
	• specific requirements, such as:
	  • dangerous activities
	  • observations to be made
	  • special care or handling techniques
	• stock species and types to be handled
	• timing of handling
	• work team members.

Equipment and materials may include:	• aerators and other water treatment equipment
	• anaesthetic restraints for dangerous animals
	• cleaning equipment
	• counters
	• culture or holding structures
	• fish pump
	• graders
	• handling equipment:
	  • nets
	  • cages
	  • traps
	  • scoops
	• PPE
	• remote operated video or still camera
	• scales and measuring equipment
	• swim way
	• transport equipment:
	  • buckets or pails
	  • boxes or bags
	  • tanks or transporters.

Culture or holding structures or systems, or other equipment may	• blowers, aerators, paddlewheels and aspirators • greenhouses, hothouses and igloos

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RANGE STATEMENT	
include:	• pest, predator and disease control structures • water supply and disposal or effluent systems, including pumps, pipes, canals, channels, settlement ponds and storage dams • cages, pontoons, enclosures and pens, including associated moorings, anchors and markers • dams, ponds and pools • display tanks, aquaria and aquascapes • grow out facilities, hatcheries and nurseries • harvesting swimways, canals or channels • live holding tanks, bins, cages and pens • longlines, posts, racks and rails, rafts, fences, socks, trays, sticks, baskets, modules, barrels, bags and panels • open, flow-through, closed and semi-closed systems • purging or depurating systems • tanks, raceways and recirculating systems.
Water quality and rearing conditions may include:	• contaminants (e.g. nitrogenous wastes, carbon dioxide and pollutants) • dissolved oxygen • hardness • integrity of structure (e.g. no holes, tears or rips) • pH • predators, competitors and pests • salinity • water flow • water level • water temperature.
Dangerous stock may include:	• poisonous molluscs • stock with spikes, spines and teeth.

Handled may include:	• anaesthesia of stock
	• count:
	  • by hand (e.g. gloves, counters and tally sheet)
	  • electronic machines (e.g. videos and sensors)
	  • hand-operated machines
	  • number, volume or weight

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RANGE STATEMENT	

	• half pearl seeding of molluscs
	• move, transport and transfer:
	  • cages
	  • fish pumps
	  • nets, buckets, brails and bins
	  • swim channels, pipes and raceways
	  • transport containers
	• stock cleaning (generally only undertaken with molluscs, such as pearl oysters, mussels and oysters):
	  • baths or raceways
	  • by hand (e.g. water, chipping and scrubbing using hoses, sprays, gloves, chisels, brushes and knives)
	  • hoses and sprays
	  • no chemical usage
	  • pearl net panel washing machines
	• turning of seeded molluscs
	• weigh and measure.

Statistical data may include:	• acclimatise:
	  • hardness
	  • pH
	  • salinity
	  • temperature
	• age
	• grade and sort:
	  • by hand
	  • electronic machines
	  • grading/sorting table
	  • mechanical (e.g. rollers, drums, sloping screens and vibrating screens)
	  • simple, hand-operated equipment (e.g. sieves, screens and meshes)
	• growth rates
	• introduce into stock culture structures
	• mortalities
	• numbers.

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Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA209C Manipulate stock culture environment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves manipulating the stock culture or holding environment to optimise growing or holding conditions on an aquaculture or ornamental facility. It covers interpreting instructions, using basic equipment appropriately and recording results and observations. Monitoring of stock and environmental conditions is covered in SFIAQUA213C Monitor stock and environmental conditions. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking.

Application of the Unit

Application of the unit	**Licences may be required if operating**: • load-shifting equipment, including forklifts • vehicles • vessels. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for manipulation of ***culture or holding environment***	1.1. ***Options*** for manipulating culture or holding environment and ***contingency plans*** are confirmed with supervisor. 1.2. Required ***water treatment equipment*** is collected and checked for serviceability, ***repaired*** and calibrated if necessary.

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ELEMENT	PERFORMANCE CRITERIA
	1.3. Water treatment equipment is moved to site, positioned in relation to culture or holding structure and readied for use. 1.4. Water and weather conditions are observed and conditions which could adversely impact on the wellbeing of stock are reported to supervisor.
2. Manipulate culture or holding environment	2.1. Water treatment equipment is operated correctly. 2.2. Stock holding structures or culture environments are adjusted to suit ***stock***. 2.3. ***Basic water quality*** and ***environmental factors*** are re-checked and noted against requirements for stock. 2.4. ***Stock behaviour*** is observed and abnormal activity reported to supervisor. 2.5. Work practices are employed to minimise stock stress or damage. 2.6. Automatic or mechanised equipment is operated and maintained.
3. Complete post-environment manipulation activities	3.1. Clean up of work area, including repairs and storage of equipment, is supervised, and condition report prepared. 3.2. Relevant environment manipulation data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 3.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of environment manipulation, and recommendations made for improvements. 3.4. Feedback on own work performance is sought from supervisor and opportunities to improve identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating with supervisor on options for manipulating the culture

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REQUIRED SKILLS AND KNOWLEDGE
environment and contingency plans • communicating ideas on possible improvements • operating and calibrating water treatment equipment • providing oral reports and written records to supervisor on operation effectiveness and any irregularities • recognising normal and gross abnormal stock behaviour. **Literacy skills used for**: • interpreting workplace documents and equipment according to manufacturer guidelines • recording contingency plans and water treatment options used. **Numeracy skills used for**: • basic calculations used in altering culture environment • reading machines, meters or test kits when making adjustments to culture environment or calibrating equipment.
Required knowledge
• basic water quality tests to be undertaken • effects of farm wastes/effluent on environment • effects of water and weather conditions on stock and OHS of employees • methods for culture environment manipulation • normal and abnormal stock behaviour • operation and maintenance of automatic or mechanised equipment • options for manipulating the culture environment • significance of basic water quality factors and environmental (e.g. weather) factors on stock health and wellbeing • water treatment equipment maintenance and repairs • water treatment equipment operating methods.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • manipulate the environment within the stock culture or holding structure according to supervisor instructions and enterprise procedures, and ensure stock are reared in optimal conditions. Assessment must confirm knowledge of: • calibrating, testing and monitoring procedures • obvious signs of ill health or abnormal behaviour in stock • water quality and environmental factors that can affect stock • water treatment equipment operation consistent with work procedures and manufacturer guidelines.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. It is best assessed over a period of time so that adjustments are made in response to a range of water quality and environmental factors typically impacting on aquaculture enterprises in the region. Resources may include: • culture species environmental requirements and water quality factors • culture structures with/in water containing stock • data sheets for recording information on adjustments to culture environments • water treatment equipment, enterprise procedures and manufacturer guidelines for operation • work procedures for manipulating stock culture environment.
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for	This unit may be assessed holistically with other units

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EVIDENCE GUIDE	
assessment	within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biosecurity, translocation and quarantine • environmental hazard identification, risk assessment and control • health and welfare of aquatic animals • safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace

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RANGE STATEMENT	
	• systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • control of weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and

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RANGE STATEMENT	
	waders).

Culture or holding environment may include:	• associated equipment or systems, such as:
	  • blowers, aerators, paddlewheels and aspirators
	  • greenhouses, hothouses and igloos
	  • pest, predator and disease control structures
	  • water supply and disposal or effluent systems, including pumps, pipes, canals, channels, settlement ponds and storage dams
	• cages, pontoons, enclosures and pens, including associated moorings, anchors and markers
	• dams, ponds and pools
	• display tanks, aquaria and aquascapes
	• grow out facilities, hatcheries and nurseries
	• harvesting swimways, canals or channels
	• live holding tanks, bins, cages and pens
	• longlines, posts, racks and rails, rafts, fences, socks, trays, sticks, baskets, modules, barrels, bags and panels
	• open, flow-through, closed and semi-closed systems
	• purging or depurating systems
	• tanks, raceways and recirculating systems.

Options may include:	• change water flow rates and exchange water
	• drain and dry out floor
	• lower stock density or harvest stock
	• reduce feeding
	• remove wastes
	• move stock or culture structure to new location
	• rake sediments
	• treat incoming or culture water:
	  • aeration
	  • dissolved oxygen
	  • fertilisers and chemicals
	  • filtration
	  • hardness
	  • pH
	  • salinity

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RANGE STATEMENT	
	• temperature • turbidity.
Contingency plans may include:	• changing weather conditions • contaminants or pollutants • equipment failures or damage • pest, predator or disease infestations • power failure • stock escapes • stock mortalities.

Water treatment equipment may include:	• activated carbon
	• aerators, aspirators and airlifts
	• chlorine or other chemicals
	• fertiliser or lime spreaders
	• filtration:
	  • mechanical
	  • biofilter
	  • chemical
	• foam fractionator
	• pasteurisation
	• pumps, siphons, blowers and fans
	• ultraviolet (UV) or ozone sterilisation.

Repaired may include:	• change of test chemicals and solutions • cleaning or replacement of probes • replacement of cables.
Stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments

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RANGE STATEMENT	
	• wild caught, hatchery or nursery reared.
Basic water quality factors may include:	• alkalinity • ammonia nitrites • carbon dioxide • dissolved oxygen • hardness • nitrate and other nitrogenous products • pH • salinity or conductivity • temperature • turbidity.
Environmental factors may include:	• activity of pests and predators • climatic conditions (e.g. rainfall, amount of cloud cover, and wind direction and speed) • contaminants • light • natural foods • tidal or water flow direction and speed • wave size and direction.
Stock behaviour may include:	• aggression or cannibalism • colour changes • feeding • piping, darting, flashing or whirling movement • reproduction or courtship • schooling or individuals • swimming.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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SFIAQUA211C Undertake routine maintenance of water supply and disposal systems and structures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves carrying out routine maintenance and minor repairs on a water supply and disposal system or structures and its various components. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit covers closed and semi-enclosed systems only (i.e. not open water). It does not include activities associated with electrical systems or supply. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for work	1.1. ***Instructions*** on required maintenance and repairs are taken and understood. 1.2. ***Basic tools*/*equipment*** and ***spare parts*** are collected, assessed as serviceable, and taken to site. 1.3. Identified tasks are reviewed at the work site against instructions, prioritised and, if necessary, clarified with the supervisor.
2. Undertake maintenance and repairs	2.1. ***Water supply or disposal system or structure*** is shut down or controlled, as instructed, and an alternative supply or disposal system enabled before beginning maintenance and repairs. 2.2. ***Mechanical equipment*** is serviced, under

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ELEMENT	PERFORMANCE CRITERIA
	supervision, according to manufacturer guidelines. 2.3. Water supply or disposal system or structure is kept free of ***impediments*** and ***worn or damaged parts or areas*** are replaced or repaired, as instructed, using ***repair techniques*** appropriate for the task.
3. Follow up maintenance and repair activities	3.1. Water supply or disposal system or structure is returned to working order according to enterprise procedures. 3.2. Critical flow rates are measured and recorded. 3.3. ***Waste*** is disposed of appropriately. 3.4. Water supply and disposal system or structure are visually inspected for non-standard operation and observations reported.
4. Finalise and review maintenance and repair activities	4.1. Clean up of work area, including repairs and storage of equipment, is supervised, and condition report prepared. 4.2. ***Relevant maintenance and repair data*** is recorded legibly and accurately, and any out of range or unusual records are checked. 4.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of maintenance and repair, and recommendations made for improvements. 4.4. Feedback on own work performance is sought from supervisor and opportunities to improve identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• applying repair techniques appropriate for the maintenance and repairs being undertaken • communicating ideas on possible improvements • communicating with supervisor on routine maintenance matters • following electrical safety procedures and standards when carrying out repairs • providing oral reports to supervisor on maintenance and repair tasks

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REQUIRED SKILLS AND KNOWLEDGE
• using hand and power tools safely for maintenance and repair tasks. **Literacy skills used for**: • interpreting flow meters and gauges • interpreting maintenance schedules • interpreting manufacturer operation and service manuals. **Numeracy skills used for**: • calculating volume and flow rate • measuring length and depth.
Required knowledge
• basic design principles and components of specific water supply and disposal systems or structures • consequences of disabled water supply and disposal systems or structures • ESD principles • enterprise OHS procedures for working on site • enterprise procedures for undertaking maintenance and repairs and reporting non-standard operations • general maintenance requirements for specific water supply and disposal systems or structures and their components • general operating principles of specific types of pumps and treatment structures • local council or government requirements for water supply and disposal systems or structures • operation and maintenance of automatic or mechanised equipment • techniques appropriate for the maintenance and repairs being undertaken.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • maintain and repair water supply and disposal systems and structures, including safely shutting down and restarting water supply and disposal systems and structures with minimal stress or damage to stock. Assessment must confirm knowledge of: • general maintenance requirements for specific water supply and disposal systems or structures • safe work practices • techniques appropriate for the maintenance and repairs being undertaken.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment, maintaining and making minor repairs to pumps, aerators and filters typically used in aquaculture enterprises in the region. Resources may include: • hand and power tools and parts relevant to the water supply and disposal system or structure • maintenance schedule and enterprise procedures • manufacturer operation and service manuals • water supply and disposal system or structure.
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work,

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RANGE STATEMENT	
	including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • control of weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian

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RANGE STATEMENT	
	Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms or overalls • waterproof clothing (e.g. wet weather gear and waders).
Instructions may include:	• council and government regulations • maintenance schedules • manufacturer guidelines for maintenance • repair logs • verbal instructions.
Basic tools/equipment may include:	• cleaning rags • concrete • fibreglass and tools • glue, primer and sandpaper • oil and/or grease gun • plugs or repair patches • safety equipment (e.g. goggles, mask or

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RANGE STATEMENT	
	breathing equipment) • screwdrivers, spanners or socket set, stilson, hack saw and heat guns • silicone or similar sealant • spade, shovel, pick and crowbar • thread/plumber's tape.
Spare parts may include:	• concrete • fibreglass webbing, gels and hardeners • fittings (e.g. joints, valves, mark boards, barrel unions and reducers) • pipe lengths • pipe saddles or clamps • protection strips • sand and gravel.
Water supply and disposal system or structure may include:	• channels, canals or trenches (e.g. earthen, concrete or plastic-lined) • depth gauges • float switches and solenoids • flow control devices (e.g. taps, valves, float valves, monks, dykes, weirs and gates) • flow meters and pressure gauges • header tank • hoses • intake structure support screens • non-return mechanisms • pipes (e.g. metal, PVC, rubber, concrete or polyethylene/polypropylene), pressure or sewage rating • pumps, bores and windmills • roaded banks • sediment dams • settlement tanks • sieves, filters, outlet screens or other mechanical, chemical or biological treatment structures • siphons, including reducing diameter pipes • spill ways/outlets • sprays • storage dams or reservoirs • sumps.
Mechanical equipment may	• aerator

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RANGE STATEMENT	

include:	• filtration plant, including mechanical, chemical and biological
	• gravity flow system
	• ozonators
	• pumps:
	  • airlift
	  • axial
	  • centrifugal
	  • current/tide activated
	  • dosing
	  • fire
	  • hydraulic ram
	  • magnetic drive
	  • piston
	  • pressure
	  • regenerative turbine
	  • screw or helical drive
	  • self-priming or non-priming
	  • sludge or surge
	  • submersible
	  • venturi
	  • windmills
	• pumps powered by:
	  • battery
	  • cable
	  • diesel or petrol
	  • electricity (single or 3-phase)
	  • hydraulics
	  • solar
	  • wind
	• ultraviolet (UV) filter.

Impediments may include:	• dead plant or animal matter • fouling species • plant or weed growth • sediment and debris.
Worn or damaged parts or areas may include:	• chemical and biological filters • depth gauges • fittings, such as joints, valves and boards

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RANGE STATEMENT	
	• flow control devices (e.g. taps, valves, float valves, monks, dykes, weirs and gates) • pipes • pumps and mechanical components • sides or bottoms of earthen, concrete, fibreglass or plastic-lined supply and disposal systems or structures • treatment structures and mechanical components (e.g. sieves, filters and aerators).
Repair techniques may include:	• applying plugs or patches • fibreglassing • fitting joints, valves and boards • laying and joining pipes (with or without glue or other fixatives) • metal welding • mixing, pouring and curing concrete • plastic welding • working and shaping earth.
Waste may include:	• dead plant or animal matter • sludge • structure and site debris • worn and damaged parts or tools.
Relevant maintenance and repair data may include:	• critical flow rates • inventory of spare parts • general observations on condition of systems • result of maintenance and repair.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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SFIAQUA212C Work with crocodiles

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves working with crocodiles, including the culture for meat, skins and other products, and holding for display purposes. It involves capturing (from the wild or an enclosure), restraining, transporting, releasing, handling and grading. Collection, transport, processing and incubation of eggs and care of hatchlings are covered in other units, as are feeding, health arrangements, culture structures and water quality maintenance. Work is likely to be under routine supervision with intermittent checking and often carried out as part of a team effort. Responsibility for observing and reporting non-standard conditions is expected at this level. It covers the interpreting of instructions and appropriate use of equipment. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	As crocodiles can be dangerous, particular care must be taken when near these animals. Much of this unit is based on the Code of Practice on the Humane Treatment of Captive and Wild Australian Crocodiles and the Australian Standard for Hygienic Production of Crocodile Meat for Human Consumption. Specific permits or licences may need to be issued by state or territory authorities as well as some commonwealth government departments. Where crocodiles are being exported refer to the

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	Australian Quarantine Inspection Service (AQIS) Export Control (Fish) order. **Licences may be required for the use of**: • firearms • restricted drugs • vehicles. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for working with crocodiles	1.1. Dangers in working with ***crocodiles*** are understood and verbally confirmed with supervisor and other handlers. 1.2. Behaviour of crocodiles in the wild and in captivity is understood and verbally confirmed with supervisor and other handlers. 1.3. All activities with crocodiles are undertaken according to ***industry codes***, government requirements and enterprise procedures to reduce stress and injury to the animal, other crocodiles, handlers and the environment. 1.4. Instructions associated with the task are obtained from supervisor, ***harvest schedule*** or production schedule.
2. Capture crocodiles from wild or enclosures	2.1. ***Capture***, ***holding and transport equipment*** appropriate for the task, ***location*** and ***enclosure*** is collected, checked and repaired, as required. 2.2. Crocodiles to be captured are confirmed with supervisor. 2.3. Assistance is provided in administering of sedatives to immobilise crocodile, if required. 2.4. Capture is undertaken according to preparations and work instructions.
3. Crocodiles are restrained and transported	3.1. Crocodiles are ***restrained*** and prepared for transport to ***post- harvest facilities*** or relocation sites. 3.2. Crocodiles are placed in transport container appropriate to the size of crocodile, mode of transport and length of journey. 3.3. Condition of crocodiles is monitored regularly and any abnormal behaviour or conditions reported to

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ELEMENT	PERFORMANCE CRITERIA
	supervisor. 3.4. ***Transport environment*** is maintained to best suit the crocodile. 3.5. Crocodile is released into holding or culture structure.
4. Crocodiles are housed and maintained	4.1. ***Holding or culture environment*** is maintained to best suit crocodiles. 4.2. Crocodiles are fed according to enterprise feeding schedule and procedures. 4.3. ***Abnormal behaviour or other indications of health problems*** are observed and reported to supervisor. 4.4. Sick or unhealthy crocodiles are ***treated***, under supervision. 4.5. Dead crocodiles are removed as soon as detected and disposed of.
5. Complete post-task activities	5.1. Clean up of work area, including repairs and storage of equipment, is supervised, and condition report prepared. 5.2. Relevant handling data, observations or information are recorded legibly and accurately, and any out of range or unusual records are checked. 5.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of the handling, and recommendations made for improvements. 5.4. Feedback on own work performance is sought from supervisor and opportunities to improve identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating ideas on possible improvements • communicating with supervisor and other handlers on work activities • maintaining and repairing basic harvesting equipment • operating crocodile capture, housing, handling and feeding equipment

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REQUIRED SKILLS AND KNOWLEDGE
• providing oral reports to supervisor on operation irregularities • recognising abnormal stock behaviour. **Literacy skills used for**: • interpreting harvest schedules • recording harvest information. **Numeracy skills used for**: • counting stock and containers.
Required knowledge
• behaviour of crocodiles in captivity and in the wild • equipment and procedures for housing, feeding and handling crocodiles • food and other requirements for captive crocodiles • OHS requirements when working with crocodiles.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • handle crocodiles according to production schedule and supervisor's instructions to ensure stock suffer minimal stress and damage • share information with supervisor and other handlers • observe and report abnormal behaviour of crocodiles • work safely with crocodiles. Assessment must confirm knowledge of: • equipment operation consistent with enterprise and manufacturer guidelines

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EVIDENCE GUIDE	
	• industry codes of practice.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace. Competency should be demonstrated over a period of time and involve crocodiles of a range of sizes. Where there is a range of methods and options, assessment of competency should cover those commonly used in the region. Resources may include: • crocodiles, caymans or alligators • culture or holding structures with water exhibiting a range of quality parameters • harvest schedule • harvesting equipment and enterprise procedures • holding and transporting equipment.
Method of assessment	The following assessment methods are suggested: • demonstration • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • AQIS Export Control (Fish) orders and other import requirements • business or workplace operations, policies and

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RANGE STATEMENT	
	practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • OHS hazard identification, risk assessment and control.
OHS requirements may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling technique, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • control of weeds, pests, predators and diseases, and stock health maintenance

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RANGE STATEMENT	
	• improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Crocodiles may include:	• American alligators (*Alligator mississippiensis*) • estuarine or saltwater crocodile (*Crocodylus porosus*) • freshwater or Johnstone's crocodile (*C. Johnstoni*)

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RANGE STATEMENT	
	• other species, including caymans and alligators.
Industry codes may include:	• Code of Practice on the Humane Treatment of Captive and Wild Australian Crocodiles.

Harvest schedule may include:	• crocodiles to be harvested
	• destination of harvested stock
	• equipment required for harvest operations
	• quantities and specific quality parameters:
	  • body condition (e.g. fat content and meat yield)
	  • physical appearance
	  • sex or maturation condition
	  • shape or colour
	  • size or weight
	  • type and extent of external damage
	• time and period over which harvest is to be carried out:
	  • hours/days/weeks
	  • time of day.

Capture, ***holding and transport equipment*** may include:	• capture equipment or method (based on length of crocodile):
	  • hand capture (<1.0 m)
	  • hand noose (1.0-1.5 m)
	  • nets (0.5-6.0 m)
	  • ropes (>1.5 m)
	  • skin harpoon (2.0-6.0 m)
	  • trap (2.0-6.0 m)
	• holding and transport containers and associated equipment:
	  • capped PVC pipes
	  • carry boards
	  • cooling water
	  • covers and tarpaulins
	  • ropes and ties
	  • straw
	  • ventilated containers (e.g. prawn crates, wooden boxes and hessian bags)
	• immobilising agents
	• transport vehicle:
	  • trailer, vessel, vehicle, helicopter (charter)

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RANGE STATEMENT	
	and airplane (charter).
Location may include:	• farm, including hatcheries and nurseries • wild, natural environment • zoos and public aquaria.
Enclosure may include:	• cages, enclosures, fences and pens • dams, ponds and pools • tanks.
Restrained may include use of:	• immobilising agents (e.g. sedatives) • jaw ties (e.g. rubber bands, tape or cord according to size of crocodile) • leg ties (e.g. rope, cord or tape) • wet sack to cover eyes.
Post-harvest facilities may include:	• holding, depuration or purging • on-farm • off-farm • packing • processing (e.g. cleaning, icing or temperature manipulation) • sorting or grading.
Transport environment may include:	• cover or shade • humidity • protection from mechanical shock or jolting • protection from other crocodiles • protection from sunlight, particularly eyes • restraints which do not restrict blood circulation or injury in any other way • stocking density • temperature.
Holding or culture environment may include:	• adequate amounts of calcium, phosphorus (for skeletal growth) and vitamins, if not provided in food • clean, fresh drinking water • cover or shade • high animal protein food (e.g. red meat) • humidity • light • pond of clean (filtered) water for swimming or complete submergence • protection from other crocodiles • protection from physical abuse, such as hitting

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RANGE STATEMENT	
	with sticks and rocks • protection from visual disturbances, noises and predators (hatchlings) • regular grading of hatchlings and small (raising stock) animals • stocking density or size of other crocodiles • substrates that are not unduly abrasive (ideally should be smooth, such as concrete, fibreglass or grass) • temperature.
Abnormal behaviour or other indications of health problems may include:	• death • external appearance (e.g. wounds and fungal lesions) • inactivity • isolation from other crocodiles • loss of appetite • loss of coordination • loss of weight.
Treatment may include:	• dietary • euthanasia (by drug or shooting) • isolation • veterinary.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFIAQUA213C Monitor stock and environmental conditions

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves monitoring ***cultured and held stock*** behaviour and health, routine water quality and environmental parameters. It covers interpreting instructions, using basic monitoring equipment appropriately and recording and communicating results and observations to appropriate individuals. The majority of these readings would be taken in the field or in the culture or holding structure, although some may involve taking samples and preparing them for submission to an external laboratory for testing. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	**This unit has application to both closed and open stock culture systems**. **Licences may be required if operating**: • vehicles • vessels. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and

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	maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for monitoring	1.1. ***Monitoring schedule*** is confirmed with supervisor and tasks noted for determining ***stock behaviour***, ***general health***, ***routine water quality factors*** and

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ELEMENT	PERFORMANCE CRITERIA
	environmental parameters. 1.2. Required ***basic equipment*** is collected, ***calibrated*** and checked for serviceability. 1.3. ***Basic repairs*** are made to sub-standard equipment. 1.4. Equipment and ***data or record sheets*** are prepared for use at ***monitoring site***.
2. Carry out monitoring	2.1. Water quality tests are undertaken at sites according to monitoring schedule. 2.2. Visual inspections of stock behaviour and other observations are undertaken. 2.3. Sampling of stock to assess general health is undertaken. 2.4. Water and/or stock samples are prepared according to laboratory specifications and submitted to laboratory for analysis.
3. Complete monitoring activities	3.1. Work areas are cleaned, including checks, repairs and storage of equipment. 3.2. Relevant monitoring observations or information is recorded legibly and accurately, and any out of range or unusual records are checked. 3.3. Non-compliances are conveyed to senior personnel and recommendations for improvements made. 3.4. Feedback on own work performance is sought from supervisor and opportunities to improve identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• collecting samples of stock • collecting water and other environmental samples • communicating ideas on possible improvements • communicating with supervisor on monitoring activities • operating, maintaining and calibrating basic monitoring equipment • providing oral reports and written monitoring records on out of range and

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REQUIRED SKILLS AND KNOWLEDGE
non-compliances to supervisor • recognising normal and abnormal stock behaviour and environmental conditions. **Literacy skills used for**: • reading and interpreting monitoring schedules and enterprise procedures • recording and reviewing water quality data or environmental condition reports • recording monitoring information. **Numeracy skills used for**: • basic calculations used in measuring water quality and dilutions • reading machines, meters or test kits.
Required knowledge

• basic monitoring equipment:
  • calibration and operating methods
  • maintenance and basic repairs
  • options and limitations
• basic sampling equipment:
  • maintenance and basic repairs
  • options and limitations
• basic water quality factors and their impact on stock health
• basic water quality tests to be undertaken
• effects of environmental parameters and weather conditions on stock and OHS of employees
• effects of farm wastes or effluent on environment
• normal and abnormal stock behaviour.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • monitor stock behaviour and general health, basic water quality factors and environmental parameters for indications that they are outside of the acceptable range as determined by the enterprise. Assessment must confirm knowledge of: • sampling and monitoring procedures relevant to the enterprise • stock behaviour and general health and how it is affected by changes in water quality • water quality factors and environmental parameters relevant to the aquaculture enterprise.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace while monitoring is undertaken, or in a simulated work environment. It is recommended that assessment is conducted over a series of monitoring sessions. Resources may include: • culture or holding structures with/in water containing stock exhibiting a range of quality parameters • data sheets for recording information • environmental parameter range for stock species and culture or holding structures • monitoring and sampling equipment for culture or holding stock and water • monitoring schedules • range for water quality factors • test kits.
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Relevant government regulations, licensing and other compliance requirements may include:	• biosecurity, translocation and quarantine • environmental hazard identification, risk assessment and control • health and welfare of aquatic animals • safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace,

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RANGE STATEMENT	
	maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • control of weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering

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RANGE STATEMENT	
	• non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Monitoring schedule may include:	• culture or holding structures and monitoring site • environmental and weather conditions • equipment required • general observations, such as state or activity of culture or holding equipment, and behaviour and health of stock • basic routine water quality factors • time of day, frequency and monitoring period.
Stock behaviour may include:	• aggressive or cannibalistic • colour changes • feeding • piping, darting, flashing or whirling movement • predator avoidance • reproduction or courtship • schooling or individuals • swimming (finfish), crawling (crustaceans or gastropods) or gaping (bivalves).
General health may include:	• general appearance (e.g. colour, appendages, external parasites, skin or shell damage) • growth rates.
Routine water quality factors may include:	• alkalinity • ammonia, total ammonia and nitrogen • dissolved oxygen • hardness and carbonate hardness • major organisms in surrounding environment • nitrate • nitrite

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RANGE STATEMENT	
	• pH • salinity • temperature • tides, water flow and wave action • turbidity (e.g. secchi disc and transparency) • weather, rain and wind.

Environmental parameters may include:	• activity of pests and predators
	• climatic conditions (e.g. rainfall, amount of cloud cover, and wind direction and speed)
	• contaminants
	• light:
	  • conductivity
	  • dissolved oxygen
	  • pH
	  • salinity
	  • temperature
	• natural foods
	• tidal flow direction and speed
	• wave size and direction.

Basic equipment may include:	• chemical test kits
	• electronic machines or meters to measure:
	  • conductivity
	  • dissolved oxygen
	  • pH
	  • salinity
	  • temperature
	• litmus paper and pH test kit
	• measuring devices:
	  • ruler
	  • scales
	  • volumetric
	• refractometer, density stick and hydrometer
	• sample jars or buckets
	• sampling nets
	• secchi disc
	• thermometer
	• water collector.

Calibrated may include:	• adjustment of pH references or other settings for calibration and preparations of calibration

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RANGE STATEMENT	
	solution for calibration of NO_2 meter.
Basic repairs may include:	• replacement of cables • replacement of probes.
Data or record sheets or books may include:	• basic parameters to be measured • date and time • general observations • monitoring schedule • person's name and signature.
Monitoring site may include:	• inlet or effluent water • on- or off-farm (samples taken for measurement in laboratory) • upstream/downstream of culture structure • within or external to culture structure.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA214B Produce algal or live-feed cultures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves routinely establishing, producing and harvesting algal or live-feed cultures according to facility work procedures. It covers interpreting instructions, using equipment appropriately and making general observations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for production	1.1. Requirements of the ***algae or live-feed culture production schedule*** are noted and confirmed with supervisor. 1.2. ***Production vessel or structure*** and ***other equipment*** are collected and checked for serviceability. 1.3. Sub-standard equipment is repaired or replaced according to manufacturer guidelines. 1.4. Hygiene precautions and axenic culture techniques are undertaken.
2. Initiate and maintain cultures	2.1. Production vessel is filled with ***treated water***. 2.2. Inoculation cultures and ***nutriments*** are added. 2.3. ***Physio-chemical requirements of the culture organism*** are maintained for the ***culture period***.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. ***Indicators of culture health*** are monitored and irregularities are reported to the supervisor. 2.5. ***Wastes*** are removed and water levels are maintained. 2.6. Hygienic growing conditions are provided, minimising the risk of contamination. 2.7. Automatic or mechanised equipment are operated and maintained according to work procedures.
3. Harvest culture	3.1. ***Harvesting equipment*** is collected and checked for serviceability. 3.2. Required quantity is harvested and transferred to be fed to predator species. 3.3. Collection vessels are cleaned and sanitised before and after use.
4. Complete post-culture production activities	4.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 4.2. Relevant culture production data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 4.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of culture production, and recommendations made for improvements. 4.4. Feedback on own work performance is sought from supervisor and opportunities to improve identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• adding inoculation cultures and nutriments to production vessels according to enterprise procedures • communicating with supervisor on production activities and on own performance • communicating ideas on possible improvements • harvesting algal or live-feed cultures • maintaining axenic transfer of parent cultures

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REQUIRED SKILLS AND KNOWLEDGE
• operating and maintaining production and harvest equipment • providing oral reports to supervisor on algal or live-feed production • recognising and reporting on obvious problems associated with the culture-growing environment and culture health • removing waste and maintaining water levels according to enterprise procedures • using a microscope to examine culture for signs of health. **Literacy skills used for**: • interpreting manufacturer guidelines • interpreting production schedules and labels • recording workplace data related to the production of algal or live-feed cultures • interpreting warning and safety signs. **Numeracy skills used for**: • calculating culture periods • counting or determining density of algal or live-feed culture organisms • diluting to reach desired salinity • estimating weight of small quantities of chemicals • measuring chemical volumes and weights for sanitation • reading gauges and meters.
Required knowledge
• culture periods and life cycles of culture organisms • ESD principles • operation and maintenance of automatic or mechanised equipment • physio-chemical requirements of the culture organisms • procedures for producing and harvesting algal or live-feed cultures • purpose of, and operating procedures for, algal or live-feed culture production and harvest equipment • purpose of nutriments.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • follow work procedures and supervisor's instructions for the production process • produce algal or live-feed cultures under routine conditions. Assessment must confirm knowledge of: • basic process for effective production of algal or live-feed cultures, including setting up, initiating and breeding, monitoring health and growth, harvesting and cleaning up activities.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. It should cover the entire process of production, from establishing the culture through to harvesting. Resources may include: • inoculation cultures and nutriments • production schedule • production vessels • production and harvest equipment • records for documenting algal or live-feed culture production • treated water • work procedures for producing algal or live-feed cultures.
Method of assessment	The following assessment methods are suggested: • practical demonstration • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • environmental hazard identification, risk assessment and control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts

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RANGE STATEMENT	
	• the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• control of effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing energy use • reducing emissions of greenhouse gases • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• hard hat or protective head covering • non-slip and waterproof boots (gumboots) or other safety footwear • protective eyewear, glasses and face mask • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).
Algae or live-feed culture may include:	• aquatic plants • brine shrimp (*Artemia* and *Parartemia*) • copepods • *Daphnia* • feeder fish, usually goldfish or other inexpensive fish (check state/territory animal welfare laws) • infusions and bio-fouling • inoculation or starter culture, usually an axenic monoculture • micro-algae and seaweed (various species) • mosquitoes, beetles or other insect (adult or larvae) • nematodes • polychaetes, oligochaetes and other worms

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RANGE STATEMENT	
	• rotifers • zooplankton.

Production schedule may include:	• culture method to be used:
	  • batch
	  • semi-continuous
	  • continuous
	  • enrichment of natural waters
	• production vessel or structure to be used
	• quality, including bacteria free, growth rate, size and age
	• quantities (i.e. cells/ml, organisms/ml) or weights
	• types of cultures, including species, sizes and ages
	• written instructions and work procedures.

Production vessel or structure may include:	• concrete or earthen ponds • fibreglass or plastic tanks • glassware • plastic bags • plastic-lined pools.
Other equipment may include:	• aeration • air filters • autoclave • bottle plugs • counters and microscopes • flexible tubing • greenhouses or hothouses • lights • measuring cylinders • pipettes and syringes • production vessel holder • temperature-controlled room • washing and sterilising equipment • water filtration equipment.
Treated water may include:	• aeration • chemical (e.g. change pH and hardness) • chlorination and de-chlorination • heating or cooling • micro-filtration • pre-conditioning (e.g. left to stand with or

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RANGE STATEMENT	
	without aeration) • ultraviolet (UV) and ozone.
Nutriments may include:	• feeds, including micro-algae, pellets, powders and emulsions • enrichment formulae • green water • nutrients, fertilisers or other chemicals.
Physio-chemical requirements of the culture organism may include:	• carbon dioxide • chemical, mechanical or biological filtration • dissolved oxygen • hardness • light • nitrogenous wastes and contaminants • pH • salinity • temperature • water flow.
Culture period may include:	• one to several days for brine shrimp • several weeks for micro-algae.
Indicators of culture health may include:	• colour • contaminants, including ciliates, males in rotifer cultures and unwanted species in micro-algal cultures • density of organisms (i.e. numbers per litre or millilitre) • feeding activity • flocculation of culture medium • growth • physical appearance • swimming activity.
Wastes may include:	• dead or dying organisms • other contaminants, including soil and organic debris • uneaten nutriments.

Harvesting equipment may include:	• collection vessels
	• continuous centrifuge
	• counters
	• live feeds:
	  • buckets
	  • nets, sieves or screens (mesh size generally

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RANGE STATEMENT	

	below 100/mm)
	• micro-algal:
	  • buckets
	  • pumps
	  • siphons
	• pipettes and measuring cylinders
	• washing sieves.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA215B Carry out on-farm post-harvest operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency covers routine post-harvest operations carried out at an aquaculture, seafood holding or ornamental farm or facility, including applying various treatments and storing harvested ***cultured or held stock*** ready for transport off-farm. This unit does not cover other processing activities, such as gill-gutting, cleaning, filleting, cooking and shucking, which are covered in the seafood processing units. The humane killing or slaughter of livestock is covered by RTE3134A Slaughter livestock. The preparation and packing of livestock for off-facility transport is covered by SFISTOR204A Prepare, pack and dispatch stock for live transport. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for on-farm post-harvest handling	1.1. ***Specifications of post-harvest stock*** are identified and confirmed with supervisor. 1.2. Stock is transported to handling facility using field-handling practices and equipment. 1.3. Automatic or mechanised equipment is operated and maintained according to workplace procedures.
2. Grade, label and treat stock	2.1. Correct handling practices aimed at minimising damage or stress to stock are used according to ***workplace procedures***. 2.2. Stock that does not meet enterprise quality specifications are identified and discarded. 2.3. Stock are graded and labelled according to customer requirements and supervisor's instructions.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. ***Basic post-harvest activities*** are conducted.
3. Pack produce	3.1. Packing requirements, including ***packaging materials*** and ***containers***, are determined according to customer requirements and supervisor's instructions. 3.2. The required quantity of produce is arranged within containers. 3.3. Packaging meets industry and customer packaging specifications. 3.4. Correct filling techniques for specific containers are used. 3.5. Wraps and lids are applied to containers and correct label applied to meet industry and customer requirements.
4. Deliver produce to an on-farm storage facility and maintain hygiene levels	4.1. Containers are placed onto pallets to ensure stability and maximum air flow. 4.2. Pallets are transported to the storage facility and arranged appropriately. 4.3. Gauges monitoring ***environmental conditions in the storage facility*** are read accurately and abnormal readings are reported to the supervisor. 4.4. Condition of stored produce is checked on a regular basis and abnormal conditions are reported to the supervisor. 4.5. Damaged produce and broken containers are removed from the storage facility. 4.6. ***Pests*** are controlled and containers cleaned.
5. Finalise and review basic post-harvest activities	5.1. Storage facility is cleaned without damaging the monitoring or environment controlling equipment. 5.2. Clean up of work area, including repairs and storage of equipment, is supervised, and condition report prepared. 5.3. Relevant basic post-harvest data, observations or information are recorded legibly and accurately, and any out of range or unusual records are checked. 5.4. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of basic post-harvest activities, and recommendations made for improvements. 5.5. Feedback on own work performance is sought from supervisor and opportunities to improve identified.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating with supervisor on post-harvest activities and on own performance • communicating ideas on possible improvements • delivering produce to an on-farm storage facility • depurating and/or purging stock • determining industry specifications prior to packaging • ensuring temperature control of produce • handling stock • maintaining post-harvest storage facility hygiene levels • monitoring conditions of storage environment • providing oral reports to supervisor on post-harvest activities • weighing, grading, labelling and treating a crop according to customer or market specifications. **Literacy skills used for**: • interpreting market specifications • reading and writing labels. **Numeracy skills used for**: • packing produce and stacking pallets • weighing or packing limits/recommendations, such as weights and numbers.
Required knowledge
• core temperature, rigour and facilities required for storing stock during and after post-harvest activities • environmental and biological requirements of live culture stock held for processing • humidity levels and their effect on the quality of produce • hygiene issues in the storage of seafood and aquatic products • methods of handling and transporting various types of stock or products and other post-harvest activities • operation and maintenance of automatic or mechanised equipment

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REQUIRED SKILLS AND KNOWLEDGE
• packaging standards relevant to the various distribution channels for seafood and other aquatic products • procedures for depurating and/or purging tank operations • types of cooling systems appropriate to products.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • carry out on-farm post-harvest handling of stock safely and to enterprise standards and customer specifications, including grading, depurating, purging, applying relevant treatments, packing, storing and transporting. Assessment must confirm knowledge of: • post-harvest treatments • product quality • storage facility operations • work procedures relevant to on-farm post-harvest operations.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment and involve a range of processes typically carried out for local species at an aquaculture enterprise. Resources may include: • cooling equipment and ice • equipment necessary for carrying out post-harvest treatments, transport and storage • harvested stock

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EVIDENCE GUIDE	
	• market or product specifications • monitoring equipment • packaging materials • work procedures for post-harvest tasks • treatments appropriate to the harvested stock and methods of packing, storage and transport.
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products including pearls, skins, shells, eggs, chemicals

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RANGE STATEMENT	
	and pigments • wild caught, hatchery or nursery reared.
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis and Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts

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RANGE STATEMENT	
	• the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • protective hair, beard and boot covers

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RANGE STATEMENT	
	• insulated protective clothing for freezers, chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective eyewear, glasses and face mask • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).
Specifications of post-harvest stock may include:	• absence of pests or contaminants • alive or dead, and whole (not processed) • colour and appearance • hygiene standards • industry standards • other customer requirements • quality assurance • quantity • size, weight and grades • species • temperature ranges.
Workplace procedures may include:	• care of stock • channels of communication • contamination controls • hygiene routines and standards • quality assurance • temperature ranges • weighing, using zero balance or scales.
Basic post-harvest activities may include:	• anaesthesia or sedation • cool room storage • depuration or shellfish sanitation • dips, drips and sprays • icing, chilling, ice slurry or refrigeration • meeting quarantine or biosecurity requirements • on-facility transport of livestock or product • packing • preparation for off-facility transport of dead stock or product • purging or holding (live) • sorting, grading or removing half pearls from molluscs • washing, cleaning and hydrating.

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RANGE STATEMENT	
Packaging materials may include:	• container divisions to separate stock • foam lining • plastic bags and liners • substrate, including plastic mesh, coconut fibre, sawdust, paper cuttings and cotton wool • ties.
Containers may include:	• bags • boxes, trays and crates • bulk bins • foam eskies • tanks.
Environmental conditions in the storage facility may include:	• humidity • light • oxygen • protection from contamination and pests • salinity • temperature • waste products (nitrogenous and carbon dioxide).
Pests may include:	• microorganisms, such as bacteria and fungi • insects • rodents.

Unit Sector(s)

Unit sector	**Licences may be required if operating**: • load-shifting equipment, including forklifts • vehicles • vessels. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer's instructions. Appropriate ***personal protective***

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	equipment (***PPE***) is selected, checked, used and maintained.

Co-requisite units

Co-requisite units		

Competency field

Competency field	Aquaculture operations

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SFIAQUA216B Harvest cultured or held stock

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves harvesting ***cultured or held stock*** and transporting it to an on- or off-farm post-harvest facility. The unit covers interpreting instructions, using equipment appropriately and, where required, carrying out some post-harvest operations, such as sorting, grading or removing half pearls from molluscs. The live transport of stock is covered by SFISTOR204A Prepare, pack and dispatch stock for live transport. Maintaining seafood at its correct temperature is covered by SFIFISH209C Maintain the temperature of seafood. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	**Licences may be required if operating**: • load-shifting equipment, including forklifts • vehicles • vessels. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer's instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and

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	maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for ***harvest***	1.1. Requirements of the ***harvest schedule*** are noted and confirmed with supervisor. 1.2. Required ***equipment*** is collected and checked for

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ELEMENT	PERFORMANCE CRITERIA
	serviceability. 1.3. Sub-standard equipment is repaired or replaced according to manufacturer guidelines. 1.4. Equipment is moved to site, positioned in relation to ***culture or holding structures or systems***, and readied for use. 1.5. Transport and holding equipment, including ***post-harvest facilities***, are prepared and moved into position.
2. Carry out harvest	2.1. Stock are identified, retrieved and isolated, behaviour anticipated and controlled, and appropriate safety measures taken for ***dangerous stock***. 2.2. Behaviour of stock and other animals is observed and non-standard activity reported to the supervisor. 2.3. Water and weather conditions are observed and conditions that could adversely impact on the harvest or wellbeing of stock reported to the supervisor. 2.4. Automatic or mechanised equipment are operated and maintained according to workplace procedures. 2.5. Stock are removed from water and placed in holding containers or transport equipment. 2.6. Stock are graded and counted as indicated in the ***quality parameters*** of the harvest schedule or supervisor's instructions. 2.7. Stock are moved to the next phase of the harvest chain according to supervisor's instructions.
3. Complete post-harvest activities	3.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 3.2. Relevant harvest data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 3.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of harvest, and recommendations made for improvements. 3.4. Feedback on own work performance is sought from supervisor and opportunities to improve identified.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating ideas on possible improvements • communicating with supervisor on harvest activities and on own performance • handling stock • maintaining and repairing basic harvesting equipment • operating basic harvesting equipment • providing oral reports to the supervisor on activity irregularities • recognising normal and abnormal stock behaviour. **Literacy skills used for**: • interpreting harvest schedules • recording harvest information. **Numeracy skills used for**: • counting stock and containers.
Required knowledge
• behaviour of stock as it relates to harvest • effects of water and weather conditions on stock and the OHS of employees • effects on environment of wastes and effluent from harvesting activities • operation and maintenance of automatic or mechanised harvest equipment • work procedures for handling stock.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • harvest stock according to harvest schedule, supervisor's instructions and with minimal risk of stock stress or damage. Assessment must confirm knowledge of: • grading procedures • stock behaviour in relation to harvest activities • work procedures for harvest equipment operations.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace while harvest is under way or in a simulated work environment. Resources may include: • culture or holding structures with/in water containing stock that exhibits a range of quality parameters • harvest schedules • harvesting equipment, work procedures and manufacturer guidelines • holding and transporting equipment • post-harvest processing facilities.
Method of assessment	The following assessment methods are suggested: • practical demonstration • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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

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RANGE STATEMENT	
regional contexts) may also be included.	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Points (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • maritime operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies

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RANGE STATEMENT	
	or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.

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RANGE STATEMENT	
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Harvest may include:	• drain harvests (stock may be picked up from the pond/tank or collected from the effluent) • fish pumps • full or partial • netting or lining (e.g. handlines or rods) • sieves or bags • trap harvesting.

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RANGE STATEMENT	
Harvest schedule may include:	• cultured stock to be harvested • destination of harvested stock • equipment required for harvest operations • period over which harvest is to be carried out • quantities and specific quality parameters of stock • time at which harvest is to be carried out • work team members to be involved.

Equipment may include:	• bait and attractants
	• harvesting equipment:
	  • dilly nets, drop nets, scoop nets, trawl/prawn nets, cast nets, crowd nets, gill nets, traps (e.g. bait and opera house traps) and wing nets
	  • fish pumps or brails
	  • flow traps
	  • handlines and fishing lines
	  • substrate and hides
	• holding and transport equipment:
	  • bags
	  • baskets
	  • bins
	  • buckets
	  • tanks
	  • trays
	  • troughs.

Culture or holding structures or systems may include:	• blowers, aerators, paddlewheels and aspirators • greenhouses, hothouses and igloos • pest, predator and disease control structures • water supply and disposal or effluent systems, including pumps, pipes, canals, channels, settlement ponds and storage dams • cages, pontoons, enclosures and pens, including associated moorings, anchors, floats and markers • dams, ponds and pools • display tanks, aquaria and aquascapes • grow out facilities, hatcheries and nurseries • harvesting swimways, canals or channels • live holding tanks, bins, cages and pens

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RANGE STATEMENT	
	• longlines, posts, racks and rails, rafts, fences, socks, trays, sticks, baskets, modules, barrels, bags and panels • open, flow-through, closed and semi-closed systems • purging or depurating systems • tanks, raceways and recirculating systems.
Post-harvest facilities may include:	• cooking • holding, depurating or purging • packing • processing, including shucking molluscs, gill-gutting and bleeding, scaling or cleaning and icing or temperature manipulation • sedation, including ice, carbon dioxide or anaesthetics • slaughtering • sorting or grading.
Dangerous stock may include:	• crocodiles • poisonous molluscs • stock with spikes, spines and teeth.
Quality parameters may include:	• body condition, including fat content and meat yield • physical appearance • sex and maturation condition • shape and colour • size or weight • type and extent of external damage.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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SFIAQUA217B Maintain stock culture, holding and other farm structures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves routinely maintaining aquaculture, seafood holding or ornamental structures or systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	The unit does not apply to activities where, under government regulations, a licensed tradesperson is required to undertake the work. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Maintain and repair stock culture holding and farm structures	1.1. ***Stock culture***, ***holding*** and ***farm structures*** are checked for soundness and signs of damage by the elements, pests, corrosion and general wear and tear and ***minor repairs*** are undertaken according to the supervisor's instructions. 1.2. Damage to ***fixtures and fittings*** is identified and repaired according to the supervisor's instructions. 1.3. ***Tools and materials*** chosen and used are appropriate to the task being undertaken.
2. Follow up on maintenance and repair tasks	2.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared.

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Relevant maintenance and repair data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 2.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of maintenance and repair, and recommendations made for improvements. 2.4. Feedback given and sought on effectiveness of the monitoring activities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assessing and reporting on extent and urgency of required repairs and maintenance • communicating ideas on possible improvements • communicating with supervisor on maintenance and repair activities • using a range of workshop, hand and power tools. **Literacy skills used for**: • interpreting warning signs and/or labels on tools or products • recording information on maintenance and repair activities in required reports. **Numeracy skills used for**: • measuring quantities.
Required knowledge
• enterprise OHS guidelines and procedures • techniques to repair or maintain structures • tools required for maintenance and repair.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • communicate with supervisor on maintenance and repair activities • identify the need for and carry out basic maintenance and repair work on stock culture, holding and farm structures and fittings and fixtures in an aquaculture, holding or ornamental enterprise. Assessment must confirm knowledge of: • basic repair and maintenance techniques or work procedures relevant to stock culture, holding and farm structures.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. It should cover the basic maintenance and repairs typically required in an aquaculture, holding or ornamental facility in the region. Resources may include: • stock culture or holding structures, farm structures and areas of property in need of maintenance • tools and repair materials • work procedures for repairs and maintenance.
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises • written and oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling

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RANGE STATEMENT	
	and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • control of weeds, pests, predators and diseases, stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB)

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RANGE STATEMENT	
	• protective eyewear, glasses and face mask • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms or overalls • waterproof clothing (e.g. wet weather gear and waders).
Stock culture or holding structures or systems may include:	• blowers, aerators, paddlewheels and aspirators • greenhouses, hothouses and igloos • pest, predator and disease control structures • water supply and disposal or effluent systems, including pumps, pipes, canals, channels, settlement ponds and storage dams • cages, pontoons, enclosures and pens, including associated moorings, anchors, floats and markers • dams, ponds and pools • display tanks, aquaria and aquascapes • grow out facilities, hatcheries and nurseries • harvesting swimways, canals or channels • live holding tanks, bins, cages and pens • longlines, posts, racks and rails, rafts, fences, socks, trays, sticks, baskets, modules, barrels, bags and panels • open, flow-through, closed and semi-closed systems • purging or depurating systems • tanks, raceways and recirculating systems.
Farm structures may include:	• buildings • equipment storage • fences and gates • greenhouses, hothouses and igloos • jetties • moorings • ramps • security systems • shelters and shade cloths • soil conservation works

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RANGE STATEMENT	
	• surrounding grounds and gardens • tanks, pumps and blower stands • tracks, roads and pathways • waste holding and disposal structures • water supply and effluent systems, pipes and channels.
Minor repairs may include:	• clean or wash • disinfect or sterilise • dry out or moisten • fill or fix holes • paint, oil or grease • untangle, repair or replace • weed or remove vegetation and debris.
Fixtures and fittings may include:	• alarms, security, lighting and temperature control • feeders and hoppers • pumps and water treatment equipment • ropes, moorings and buoys • screens and predator control equipment • water quality monitors • water supply and effluent system.
Tools and materials may include:	• cleaning rags • concrete • fibreglass tools • glue, primer and sandpaper • oil and/or grease gun • plugs or repair patches • safety equipment (e.g. goggles, mask or breathing equipment) • screwdrivers, spanners or socket set, stilson, hacksaw and heat guns • silicone or similar sealant • spade, shovel, pick and crowbar • thread and plumber's tape.

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Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA219B Operate and maintain high technology water treatment components

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves operating, monitoring and manipulating a range of high technology water treatment components to keep water quality and environmental conditions within specified ranges for ***cultured or held stock***. Tasks are undertaken under the direct instructions of a supervisor. The unit also involves carrying out routine maintenance and minor repairs on these components, including non-scheduled (emergency) maintenance or repairs. It covers interpreting instructions for operating equipment appropriately, and recording and communicating results and observations to supervisors. The operation of other equipment and infrastructure, and feeding, health management, handling, harvesting and post-harvest activities, including chemical adjustments for pH (acid/alkaline balance) control, are covered in other aquaculture, seafood processing and seafood sales and distribution units of competency. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to recirculating aquaculture systems (RAS) which have high technology water

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	treatment components as are used in the seafood industry and within an aquascape or holding tank in the ornamental or pet sector. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to operate high technology water treatment components	1.1. ***High technology water treatment components*** of ***a recirculating aquaculture system*** (***RAS***) and ***other aquaculture equipment and infrastructure*** are identified and confirmed against a ***work plan or schedule*** or other workplace instructions. 1.2. Designated tasks at the ***work site*** are prioritised and instructions are confirmed with supervisor. 1.3. ***Routine pre-operational checks and calibrations*** of components are carried out according to manufacturer specifications. 1.4. Faulty components are identified, safety tagged, if they cannot be fixed or replaced, and reported to supervisor. 1.5. ***Abnormal or non-standard conditions*** within the ***culture or holding structures or systems*** are reported following pre-operational checks. 1.6. Changes in ***environmental parameters*** or ***water quality parameters*** associated with the operation and maintenance of components are identified, assessed and reported to supervisor.
2. Operate and monitor high technology water treatment components	2.1. Automatic or mechanised equipment is operated and maintained. 2.2. Critical flow rates and other water quality parameters are measured and recorded for performance and efficiency. 2.3. ***Adjustments to operating components*** are undertaken under supervision to optimise conditions for the culture or holding species. 2.4. Backup components are checked and tested for operational capacity. 2.5. Abnormal or non-standard conditions and ***other risks*** are reported.
3. Maintain and repair high technology	3.1. Work plan or schedule of required maintenance and

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ELEMENT	PERFORMANCE CRITERIA
water treatment components	repairs is confirmed with supervisor. 3.2. Potential risks to stock are identified and ***contingency plans*** confirmed with supervisor. 3.3. ***Basic tools and equipment*** and ***spare parts and repair materials*** are collected, assessed as serviceable, and taken to worksite. 3.4. Components are serviced under supervision according to manufacturer guidelines. 3.5. ***Worn or damaged parts or areas*** are replaced or repaired as instructed using ***repair techniques*** and spare parts and repair materials appropriate for the task. 3.6. Components and water supply and disposal systems are returned to working order. 3.7. System is checked for serviceability and performance, and problems are rectified or reported to supervisor.
4. Finalise operation, monitoring and maintenance activities	4.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 4.2. Relevant monitoring and maintenance data, observations or information are recorded legibly and accurately, and any out of range or unusual ***records*** checked. 4.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of monitoring and maintenance, and recommendations made for improvements. 4.4. Feedback on own work performance is sought from supervisor and opportunities to improve identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assisting with biofilter start-up, shock-loading and maintenance

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REQUIRED SKILLS AND KNOWLEDGE

- carrying out routine cleaning and hygiene maintenance programs
- cleaning premises to meet hygiene and product quality and food safety maintenance requirements
- collecting and recording appropriate data, such as growth, mortalities and food fed, and carrying out basic analysis of data on paper or electronically
- communicating with supervisor about the operation and maintenance of components, supplier and/or manufacturer instructions or advice
- communicating ideas on possible improvements
- maintain basic inventory list
- performing repair or maintenance using wood, plastics, PVC, fibreglass, glass, concrete, steel or aluminium
- providing oral reports to supervisor on effectiveness of monitoring and maintenance
- receiving, storing, using and stocktaking culture stock, feeds, chemicals, spare parts and other inputs and equipment
- undertaking basic plumbing and working with pipes and pumps (licences will be required for gas plumbing, town water supply plumbing, and electrical and welding work)
- using, storing and disposing of chemicals and biological agents.

Literacy skills used for:

- interpreting documentation relating to the environmental and biological requirements of the culture or holding species
- interpreting material safety data sheet (MSDS) labels
- interpreting operating manuals and manufacturer instructions
- recording operational information.

Numeracy skills used for:

- analysing basic data, including basic calculations, estimations and graphing
- estimating or calculating volumes and quantities of inputs and outputs of liquids, gases and solids.

Required knowledge

- basic relationship of inputs (stock, feed, energy, water and labour) to outputs (wastes, product and water quality)
- biological and environmental requirements of cultured or held stock
- complexity of system and interrelationship of components
- fouling and other conditions likely to impact on water flow
- how to interpret manufacturer recommendations and instructions
- normal and abnormal or non-standard stock behaviour, and the role of stress on the

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REQUIRED SKILLS AND KNOWLEDGE
health and performance of stock • OHS risks associated with water and electricity, closed spaces, high pressure pumps and moving parts of equipment, such as rotating drums • OHS risks associated with working with compressed oxygen, carbon dioxide, ozone, ultraviolet (UV) lights, oils and greases, and chemicals, including chlorine, acids and alkaloids • operation and maintenance of automatic or mechanised equipment • operation of pumps, cleaning equipment, water quality monitoring and other basic equipment and tools • reasons for wear and tear of components and the subsequent need for availability of spares and backups, and for routine repairs • variations in biofiltration and other filtration processes over a 24 hour day and 7 day week • water quality, optimal and critical limits for various parameters and non-standard conditions.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to • carry out maintenance and repairs according to work plan or schedule • carry out routine monitoring and checks of equipment, flow rates and water quality and report non-standard conditions to supervisor • operate and monitor automated water treatment components • report problems and potential risks to supervisor. Assessment must confirm knowledge of: • biological and environmental requirements of the culture or holding species

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EVIDENCE GUIDE	
	• OHS risks associated with operation and maintenance • operation and maintenance of high technology waste treatment components • water quality, optimal and critical limits for various parameters and non-standard conditions.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. It should cover the operation of a RAS typically used in aquaculture, holding or ornamental facilities in the region. Resources may include: • basic tools and equipment to complete repairs and maintenance • other equipment as needed to operate the system and maintain water quality • RAS with high technology waste treatment components • spare parts and repair materials • templates for recording data • water monitoring equipment • work plan or work instructions for the RAS operation and maintenance.
Method of assessment	The following assessment methods are suggested: • demonstration • data records • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Relevant government regulations, licensing and other compliance requirements may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Points (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures

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RANGE STATEMENT	
	• induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution

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RANGE STATEMENT	
	• control of weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling water, and maintaining water quality.
PPE may include:	• hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • protective eyewear, glasses and face mask • protective hair, beard and boot covers • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).

High technology water treatment components may include:	• aeration or oxygenation equipment, such as aerators, aspirators, airlifts and fans
	• components that regulate environmental and climate control factors, such as temperature, photoperiod and light intensity
	• degassing systems for removing carbon dioxide and ozone, including the use of specialised air filters
	• facilities and processes designed for health management, such as quarantine area, sterilising using ultraviolet (UV) light and ozone, and pasteurising using heat or steam
	• mechanical/physical/solid, chemical and biological filtration devices (or a combination of two or more different types):
	  • chemical filter:
	  • examples include activated carbon,

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RANGE STATEMENT	
	zeolites and other ion-exchange mediums • is where a variety of chemical substances are used to treat water passing through them • ozone and chemical, such as pH and alkalinity, adjustments are also made, sometimes in a separate area to the chemical filter • biological filter: • is part of an RAS where dissolved metabolic by-products are converted to less toxic forms by microbial action from a range of different bacteria, fungi and other microorganisms • the most important function is the oxidation of ammonia to nitrite, and nitrite to nitrate (often called nitrification) • mechanical/physical/solid filter: • includes swirl separators, hydrocones, protein skimmers or foam fractionators, drum filters, belt filters, bead and other suspended media filters and screen filters • is important to ensure organic loads going into biofilters are as low as possible to prevent the more competitive heterotrophic bacteria from taking over and reducing nitrification capacity • is part of an RAS that removes solid organic matter and other wastes • reduces the biological oxygen demand (BOD) for the system • some degassing or carbon dioxide stripping can also take place • ventilation systems, fans, blowers and humidifiers/ dehumidifiers • water treatment devices, such as those that maintain pH (acid/alkaline) balance.
A recirculating aquaculture system (***RAS***) is:	• a system in which at least some of the water is recycled one or more times back into the system after some form of treatment • also called a closed system (which is the opposite to a flow through or open system

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RANGE STATEMENT	
	where there is little residence time for the culture water) • where generally some form of water treatment with equipment or structures, particularly aeration or oxygenation and processing of nitrogenous wastes, is undertaken • where a water exchange (replacement) rate of 5-10% per day is used to assist in maintaining water quality (particularly nitrate control).

Other aquaculture equipment and infrastructure may include:	• alarm and monitoring systems, including loss of pressure, burglar, loss of electricity and critical parameters
	• counters and microscopes, pipettes and syringes, measuring cylinders and dissecting kits
	• effluent and waste disposal, such as sewage, septic and compost pits
	• heating or cooling systems, such as heat exchange equipment, geothermal, gas, hydro, electric and solar (can also include insulated buildings and greenhouses)
	• husbandry equipment, such as graders, feeders, fish pumps, nets, fish bins and transporters
	• lighting, such as skylights, fluorescent, incandescent, metal halide and mercury vapour
	• pipes and reticulation systems, including siphons, both for supply and disposal
	• pumps:
	  • airlift
	  • axial
	  • centrifugal
	  • hydraulic ram or helical drive
	  • magnetic drive
	  • mechanical
	  • peristaltic or dosing
	  • piston
	  • pressure
	  • powered by:
	  • battery
	  • cable
	  • diesel or petrol
	  • electricity (single or 3-phase)

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RANGE STATEMENT	
	• hydraulics • pneumatic or air driven • solar • wind • regenerative turbine • screw pump • self-priming or non-priming • sludge or surge • submersible • venturi • washing, disinfecting and sterilising equipment, such as autoclaves • water quality test equipment, including pH, dissolved oxygen, temperature and salinity.
Work plan or schedule may include information on:	• contingencies for responding to partial or full system shutdown, stock stress or mortalities • contingency plan to address staffing and equipment supply problems • costs and budget details • date and time tasks are to be undertaken • designated jobs tasks, directions or designs • environmental impact control measures • expected time required to complete activities • hazard identification, risk assessment and risk control measures • local, state, territory and federal government regulations • location • maintenance schedule for particular items of equipment • manufacturer guidelines or instructions • materials, supplies, tools, equipment or other resources required • monitoring and reporting requirements and procedures, including logs or checklists • non-conformance or incident/fault reporting procedures • OHS procedures, including PPE requirements • order of activities • other members of work team and their roles, responsibilities and skills

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RANGE STATEMENT	
	• person in charge • pre- and post-operational and safety checks • preferred supplier list and resources required by external workers and tradespeople • routine maintenance procedures • specific structures or components • standard for completed activities.
Worksite may include:	• depots • hatchery, nursery, grow out and holding facilities • laboratories • post-harvest or processing facilities • staff amenities • stock and quarantine treatment facilities • storage areas • workshops.
Routine pre-operational checks and calibrations may include:	• appropriate use of PPE • checking and confirming equipment calibration settings and operating methods for turbo-charged engines • checking for design problems or equipment modifications • checking for wear, corrosion and incorrect use • checking fuel, oils and lubricants, electrolyte levels, wheels, tyre pressure, fan belts, leads, lines, connections, air filters, brakes, clutch, gearbox, steering, lighting and transmission • identifying and segregating unsafe or faulty equipment for repair or replacement • inspecting safety guards, power take-off (PTO) stubs and shafts, and hitch and towing points • observing and monitoring noise levels for correct operation • preparing independently powered tools, which may include cleaning, priming, tightening, and basic repairs and adjustments • pre-start and safety checks, including the service and maintenance of cooling system.
Abnormal or non-standard conditions may include:	• critical flow rates down due to obstructions or damage to lines or pipes • critical water quality parameters outside safe operating conditions

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RANGE STATEMENT	

	• moving parts making unusual noises or movement being hampered
	• plant or equipment failure resulting in leaks or non-operation of system
	• power not on, water not flowing or aeration off
	• smoke, fumes or other emissions
	• sparks or obvious signs of electrical shorts
	• stock showing signs of stress, such as:
	  • aggression or cannibalism
	  • colour changes
	  • gasping at surface
	  • lesions or other signs of damage to skin
	  • no reproduction or courtship
	  • not feeding
	  • piping, darting, flashing or whirling movement
	  • schooling activity
	  • swimming or moving erratically
	• water levels too high or low in culture system.

Culture or holding structures or systems may include:	• display tanks, aquaria and aquascapes (ornamental industry) • grow out facilities, hatcheries and nurseries • harvested stock holding structures, tanks, bins and cages • live holding systems • pest, predator and disease control structures • purging or depurating systems • tanks, raceways and RAS • water supply and disposal systems for closed and semi-closed systems.
Environmental parameters may include:	• activity of pests, competitors and predators • light levels • turbidity • water flow • water level or depth.
Water quality parameters may include:	• alkalinity • chlorine or chloramines • dissolved carbon dioxide • dissolved oxygen • general water hardness

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RANGE STATEMENT	
	• level of nitrogenous wastes, such as ammonia, nitrite and nitrate, and contaminants and pollutants • pH (acid/alkaline balance) • phosphates • salinity or conductivity • temperature • total dissolved solids.
Adjustments to operating components may include:	• alkalinity addition • back flushing or changing of filters • biofilter start-up and maintenance • changes in light and dark regimes • degassing • digital or analog control systems • foam fractionator or protein skimmer • heating or cooling • managing shock-loading • manual or computer controlled • UV or ozone systems • water or air flow changes.
Other risks may include those associated with:	• environment • food safety and product quality • infrastructure, plant and equipment • stock.
Contingency plans to address:	• adverse weather conditions and acts of nature, such as flood or fire • breakdown of components • bypass of components • compromised water source • disease outbreaks • emergency procedures • non-standard water quality parameters • risks to culture stock during emergency shutdowns or breakdowns • risks to environment • risks to infrastructure and equipment • risks to product quality and food safety.
Basic tools and equipment may include:	• cleaning rags, solvents and chlorine • concreting tools, including wheelbarrow, cement mixer and trowel

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RANGE STATEMENT	
	• electric or battery operated tools, including heat gun, drill, angle grinder, drill press, circular saw and drop saw • glue, primer, sandpaper and wire brush • hand tools, including screwdrivers, spanners or socket set, stilson, hacksaws, clamps, chisels and hammers • measuring tape, string-line, level and square • oil or grease gun • plugs or repair patches • safety equipment (e.g. goggles, mask or breathing equipment) • silicon or similar sealant • spade, shovel, pick and crowbar • thread or plumber's tape and Teflon paste • tools for working with fibreglass.
Spare parts and repair materials may include:	• earth, stones and fillings • fibreglass webbing, gels, flow coat and hardeners • fittings, such as joints, valves, mark boards, barrel unions and reducers • glass panes, off-cuts and sealants • nylon strips, netting and wire rope • pipe lengths • pipe saddles or clamps • protection strips • PVC, polyethylene and other plastics • sand, gravel, cement, concrete, bricks and pavers • stainless steel and treated metals • wood.
Worn or damaged parts or areas may include:	• chemical and biological filters • depth gauges • electronic monitors • fittings, such as joints, valves and boards • flow control devices, such as taps, valves, float valves, monks, dykes, weirs and gates • mechanical components in treatment structures, such as sieves, filters and aerators • pipes • pumps and mechanical components

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RANGE STATEMENT	
	• sides or bottoms of earthen, concrete, fibreglass or plastic-lined supply and disposal systems or structures • wood or metal structures.
Repair techniques may include:	• applying plugs or patches • fibreglassing • laying and joining pipes (with or without glue or other fixatives) • metal welding • mixing, pouring and curing concrete • plastic welding • sealing or gluing glass • woodworking, screwing, nailing and gluing.
Records or reports may include:	• associated equipment and infrastructure • checklists, data sheets, inventory and stocktakes • culture or holding stock species • dates, times and progress against timelines of activities or events • details related to culture or holding structures or systems • electronic or hard copy • Gantt chart • graphs, charts and tables • key performance indicators (KPIs) • operation and maintenance details and other outcomes achieved • personnel and subcontractor performance data • problems experienced and strategies to overcome them.

Unit Sector(s)

Unit sector	Aquaculture operations

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA220A Use waders

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves preparing and using waders in freshwater or marine work environments. The unit does not cover the risks associated with working in high flow water. The unit includes risk minimisation and safe practices, and the personal survival and rescue skills required in situations of flooded waders, lost footing, sudden immersion and other aquatic emergencies that may be complicated by the wearing of waders. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has relevance for anyone who uses waders in fishing operations, aquaculture operations and fisheries compliance sectors of the seafood industry. The unit could have application in other industries. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for safe use of waders	1.1. ***Types of waders*** with suitable characteristics for the type of work to be undertaken are selected and checked for condition, fit and adjustment. 1.2. Potential ***environmental hazards*** and ***factors contributing to aquatic emergencies*** are identified. 1.3. Risks associated with ***sudden immersion in cold water*** are identified and minimised in the preparations for use of waders. 1.4. The ***types of aquatic emergencies*** that might arise when working in waders are identified and risks minimised. 1.5. Water temperatures are identified and in-water survival times calculated, taking into account ***factors that influence cold water survival***.

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ELEMENT	PERFORMANCE CRITERIA
	1.6. ***Appropriate clothing and safety equipment*** are donned.
2. Use safe wading techniques	2.1. Selection of ***entry technique*** accounts for potential environmental hazards. 2.2. ***Wading techniques*** are appropriate for water and environmental conditions.
3. Apply simple survival skills on sudden immersion and loss of footing	3.1. ***Wader safety tuck position*** is adopted when footing is lost and on sudden entry to water. 3.2. ***Survival techniques*** are appropriate to water conditions. 3.3. ***Techniques to extend survival time*** are applied in deep water. 3.4. ***Survival strokes*** are used to swim to exit point. 3.5. Independent exits from the water, with and without waders, are performed.
4. Perform a simple water rescue	4.1. A ***person in need of assistance*** is identified. 4.2. The situation is assessed and a ***rescue plan*** is developed according to ***best practice principles of water safety***. 4.3. Simple ***search techniques*** are demonstrated in shallow water. 4.4. A ***simple rescue*** is performed and the person assisted to exit the water. 4.5. Appropriate ***first aid and after-care*** is provided.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identifying factors leading to emergencies in aquatic workplaces • improvising in the use of workplace equipment to assist a rescue • prioritising rescue techniques and performing a simple rescue of one person in difficulty • providing first aid and after-care, including management of immersion-related illness and injury

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REQUIRED SKILLS AND KNOWLEDGE
• recognising and assessing aquatic emergencies and situations requiring a rescue response • selecting and preparing wading and safety equipment • undertaking safe entry, wading and exit techniques • utilising OHS for prevention of illness and injury in aquatic environments • utilising personal water safety and survival skills, including self-preservation in rescue situations. **Literacy skills used for**: • checking data on weather and water conditions • reading safety instructions. **Numeracy skills used for**: • determining immersion times.
Required knowledge
• characteristics of a person in difficulty • characteristics of different types of waders and their safe use • factors that contribute to aquatic emergency situations • first aid and resuscitation techniques • hazards in marine and freshwater environments and workplaces • local water temperatures and factors that influence survival time • physiological effects of cold water immersion • principles of individual and group survival in aquatic emergencies • principles of water rescues, including how to prioritise rescues, and rescue techniques • relevant equipment and safety requirements, including OHS and legislative requirements • treatment of temperature-related illnesses • water rescue equipment and principles for improvised use of other equipment to assist rescue.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • identify factors that contribute to an aquatic emergency • minimise risks associated with use of waders in a natural environment • dress appropriately and prepare waders for use in the workplace • enter water safely whilst wearing waders as an individual and in a group • respond appropriately to a situation where footing is lost or unexpected deep water encountered • manage an individual and group cold water survival situation wearing waders • correctly identify a casualty requiring assistance and perform a rescue that minimises risk to self and others • assess the condition of a casualty and provide first aid and after-care consistent with current guidelines • accurately report incident and notify other relevant personnel according to legislative, regulatory and organisation requirements. Assessment must confirm knowledge of: • factors that influence survival time in water • hazards and risks associated with use of waders • principles of individual and group survival in aquatic emergencies • water rescue techniques.
Context of and specific resources for assessment	This unit of competency must be assessed in the context of marine or freshwater workplaces in which waders are used. For valid and reliable assessment there must be access to water of varying depths, including water too deep to stand up in. The environment should be safe, with simulation of the hazards and circumstances likely to be encountered in a real workplace, such as the simulation of waves or tidal affects.

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EVIDENCE GUIDE	
	The following resources must be available at assessment: • a real or simulated aquatic work environment • bucket, container or similar object that can be used to assist flotation • buoyant equipment • PFDs • poles or boat hook or other equipment used to reach someone in difficulty • ropes • rules, policies and regulations of relevant peak bodies and/or employer organisations • safety and rescue equipment normally used in the workplace • suitable clothing normally worn under or with waders • waders • wide adjustable belt, such as a diver's webbing belt with quick release buckle.
Method of assessment	This unit must be assessed with candidates wearing the type of clothing, including waders that will be worn in the workplace and with access to the type of equipment that is likely to be used in survival and rescue situations. Competency must be assessed in water that is shallow enough to stand in before candidate is assessed in deeper water. The following assessment methods are suggested: • consideration of required attitude to safety • demonstration of processes and procedures • oral and/or written questioning on required knowledge and application of required skills • performance of survival and rescue tasks.
Guidance information for assessment	This competency should be assessed independently of other units, and before candidate undertakes work in waders.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • correct marketing names and labelling • safety at sea • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate clothing and safety equipment for use with waders • appropriate workplace provision of first aid • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques • safe systems and procedures for outdoor work, including protection from solar radiation, use of waders and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts.
Types of waders include:	• neoprene waders • PVC waders • waders with and without bibs.
Environmental hazards may	• bottom composition

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RANGE STATEMENT	
include:	• changing bottom characteristics over time • cold air temperature, including wind chill factor • cold water • floating debris and equipment • sudden changes in water depth or bottom composition • underwater obstructions and snags • water clarity • water depth • water movement (e.g. currents, tides and flow) • wave action.
Factors contributing to aquatic emergencies may include:	• condition of casualty • consumption of alcohol or use of prescription or other drugs that might affect performance • environmental conditions • equipment failure • risk taking behaviour • slippery surfaces • swimming ability • vessel instability or capsize.
Sudden immersion in cold water may result in:	• changes in blood circulation and pressure • gasp reflex and hyperventilation, including reduced breath-holding capacity • heart attack • hypothermia • impaired physical performance • Mammalian Diving Reflex • stroke.
Types of aquatic emergencies may include:	• bleeding wound • cramping • flooding of waders • injury • insect or aquatic organism bite or sting • loss of footing • medical emergency (e.g. heart attack, stroke and asthma) • weak or non-swimmer in difficulty • temperature related illness • unexpected immersion.

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RANGE STATEMENT	
Factors that influence cold water survival time include:	• body composition and size • buoyancy aids • clothing • duration of immersion • heat escape lessening techniques • level and type of physical activity • sea or water conditions • water temperature • wind chill.
Appropriate clothing and safety equipment may include:	• hat • helmet • jacket • non-slip footwear • personal flotation device (PFD) • thermal or woollen wear • wide belt to assist trapping of air.
Entry techniques may include:	• wade into water of shallow depth • slide into water of unknown depth and obstructions • step into water of known depth without obstructions • dive into clear water of known depth without obstructions.
Wading techniques include:	• adjustment of equipment to prevent water ingress • feeling with feet when wading in turbid water • leaning against water when wading • maintaining a safe working depth.
Wader safety tuck position includes:	• appropriate orientation for safe movement through water • positioning on back • sculling for efficient propulsion • tucking legs to trap air in waders.
Survival techniques include:	• heat escape lessening techniques, including Heat Escape Lessening Posture (HELP) and huddle • in-water removal of clothing and waders to achieve exit • sculling and tread water techniques • use of a belt to assist trapping of air in waders

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RANGE STATEMENT	
	• use of buoyant objects, including PFD.
Techniques to extend survival time include:	• energy conservation • HELP and huddle techniques • retention of clothing in cold water • use of buoyant aids • use of thermal protective clothing.
Survival strokes may include	• head and feet first sculling • kicking on back • underwater recovery arm action on front or back.
A person in need of assistance may include:	• injured swimmer • non-swimmer • unconscious person • weak or tired swimmer.
A rescue plan may include:	• availability of assistance • availability of rescue aids • awareness of personal capabilities • condition of person in difficulty • environmental factors • rescue priorities in the situation of more than one person in need of assistance • self-preservation.
Best practice principles of water safety may include:	• guidelines and techniques published by water safety organisations, such as the Royal Life Saving Society Australia and Surf Life Saving Association Australia • relevant legislation • workplace procedures and guidelines.
Search techniques include:	• wading individually or in formation with others • marking search area • use of systematic search pattern appropriate to water depth and turbidity • feeling with a stick or feet in turbid water.

Simple rescue techniques may include:	• dry rescues:
	  • reach rescue using pole, boat hook, paddle or other object
	  • rope throw rescue using weighted and unweighted rope
	  • throwing of a buoyant object, such as

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RANGE STATEMENT	
	PFDs, lifebuoy or improvised aid • use of watercraft • in-water rescues: • accompanied swim rescue • wade rescue • talking the casualty to safety.
First aid and after-care may include:	• hospitalisation in the case of near-drowning • protection against environmental conditions with particular attention to hypothermia • treatment according to current first aid guidelines.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA221A Control predators and pests

Modification History

Release	TP Version	Comments
2	SFI11v2.1	Correction to minor typographical error
1	SFI11v1	Initial Release

Unit Descriptor

Unit descriptor	This unit of competency involves assisting with the control of predators and pests that might threaten cultured or held stock. It includes reporting on actual and potential problems and assisting with the construction and maintenance of control structures. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	**Licences may be required for the control of pests and predators for example**: • applying chemicals and treatments • operating firearms and powerheads. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for ***predator and pest*** control	1.1. Problem species and their ***behavioural traits*** that have ***potential effects*** on ***cultured or held stock*** are recognised. 1.2. Behaviour and intensity of predators and pests, including any abnormal behaviour in stock, are observed and reported to supervisor. 1.3. Instructions are received from supervisor and carried out.

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ELEMENT	PERFORMANCE CRITERIA
2. Check and maintain predator and pest control structures and equipment	2.1. Assistance with erecting or installing ***control structures and equipment*** is given. 2.2. Regular and routine inspections on control structures and equipment are carried out and major problems reported to supervisor. 2.3. ***Basic repairs and maintenance*** are carried out. 2.4. Wildlife is relocated safely. 2.5. Vegetation or other materials that can harbour or shelter pests and predators is cleared or removed.
3. Assist with disposal of wastes and mortalities	3.1. Collection equipment and holding/storage facilities are checked and prepared. 3.2. ***Wastes*** and ***mortalities*** are collected and transferred to the holding or storage facilities. 3.3. ***Disposal*** of wastes and mortalities is safely carried out. 3.4. Work practices employed minimise stock stress or damage.
4. Complete post-predator and pest control activities	4.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 4.2. Relevant predator and pest control data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 4.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of predator and pest control, and recommendations made for improvements. 4.4. Feedback on own work performance is sought from supervisor and opportunities to improve identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating ideas on possible improvements • communicating with supervisor on work instructions for control activities

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REQUIRED SKILLS AND KNOWLEDGE
• operating predator and pest control structures and equipment • providing oral reports to the supervisor on effectiveness of controls • recognising normal and gross abnormal stock behaviour • repairing and maintaining predator and pest control structures and equipment. **Literacy skills used for**: • recording predator and pest control information. **Numeracy skills used for**: • counting predators and pests • reporting mortalities.
Required knowledge
• gross signs/symptoms of common diseases of cultured or held stock • habitats and behaviour of pests and predators • hygiene risks associated with predator and pest control • normal behaviour of stock • OHS requirements relating to predator and pest control • potential effects on cultured or held stock • predator and pest control structures and equipment options • regulations about protected species • safe use of chemicals • work procedures for various tasks associated with predator and pest control.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • assist with the construction or erection, and maintenance of predator and pest control structures and equipment • recognise and report actual and potential predator and

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EVIDENCE GUIDE	
	pest problems. Assessment must confirm knowledge of: • behavioural traits of problem species • construction or erection, and maintenance techniques for predator and pest control mechanisms.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment and should cover the range of pests, predators and diseases typically found in the region. Resources may include: • a range of pest and predator control mechanisms • culture or holding structures with/in water containing stock and threatened by actual and/or potential pests and predators • data sheet for recording observations and actions • work procedures for treatment and control of predators and pests.
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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RANGE STATEMENT	
Relevant government regulations*, *licensing and other compliance requirements may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders and other import requirements • business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage

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RANGE STATEMENT	
	of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • control of weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling water, and maintaining water quality
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness

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RANGE STATEMENT	
	• sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms or overalls • waterproof clothing (e.g. wet weather gear and waders).
Predators and pests may include:	• airborne • amphibians, teleosts, reptiles, birds, elasmobranch and mammals • competitors for food, space, shelter and oxygen • fouling organisms • human (e.g. poachers) • plants (weeds), seaweed and micro-algae • starfish, crustaceans, molluscs, insects and other invertebrates • terrestrial • water based.
Behavioural traits may include:	• day or night time activity • entry and exit into culture or holding structures • feeding or attack methods • location and hunting methods • size of prey targeted • solitary or groups.
Potential effects may include:	• increased avoidance activity • increased stress • loss/escape of stock • mortalities • reduced breeding • reduced feeding • reduced growth rates • transfer of disease or pathogens.
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates

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RANGE STATEMENT	
	• for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Control structures and equipment may include:	• acoustic deterrents (e.g. gas gun, electronic, firecrackers and firearms) • biological control (e.g. cleaner fish, predator species, dogs and geese) • electrical wires and fences • exclusion nets, cages, netting and fences • firearms and powerheads • floodlights • human activity • overflow barriers, screens on inlets and outlets • poisons and chemicals (e.g. pesticides, herbicides and anti-foulants) • shelters and habitat • tin and fibro fences • traps • turbidity • visual deterrents (e.g. scarecrows).
Basic repairs and maintenance may include:	• mending screens, nets and fencing • replacing broken or unserviceable traps, shelters, habitats, scarecrows and lights.
Wastes may include:	• biohazard wastes (e.g. moribund animals, hormones and chemicals) • from predator and pest control structures • nutrient-rich water and sediments • uneaten food and settled solids.
Mortalities may include	• cultured or held stock • predators, pests and other organisms.
Disposal may include:	• biohazards • loose or packaged • off site • on site.

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Unit Sector(s)

Unit sector	Aquaculture operations

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SFIAQUA222A Control diseases

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves assisting with the control of diseases that might threaten cultured or held stock. It includes reporting on actual and potential problems and assisting with the treatment of disease outbreaks. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	**Licences may be required to** apply chemicals and treatments. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare ***disease control and treatment***	1.1. Problem species and their ***behavioural traits*** that have ***potential effects on cultured or held stock*** are recognised. 1.2. Behaviour and intensity of disease organisms, including any abnormal behaviour in stock, are observed and reported to supervisor. 1.3. Instructions on preparations for control and treatment are received from supervisor, confirmed and carried out as directed.
2. Assist with disease control	2.1. Assistance with preparation of disease treatments is provided, as directed by supervisor, including procedures for handling chemicals.

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Disease treatments are applied to affected stock as directed. 2.3. Immediate and ongoing observations of treated stock are reported to supervisor.
3. Assist with disposal of wastes and mortalities	3.1. Collection equipment and holding/storage facilities are checked and prepared. 3.2. ***Wastes*** and ***mortalities*** are collected and transferred to holding or storage facilities and ***disposed of*** safely. 3.3. Work practices are employed to minimise stock stress or damage.
4. Complete post-disease control activities	4.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 4.2. Relevant disease control data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 4.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of disease control, and recommendations made for improvements. 4.4. Feedback on own work performance is sought from supervisor and opportunities to improve identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating ideas on possible improvements • communicating with supervisor on work instructions for control activities • operating, repairing and maintaining disease control structures and treatment equipment • providing oral reports to the supervisor on effectiveness of controls • recognising normal and gross abnormal stock behaviour • undertaking disease treatment.

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REQUIRED SKILLS AND KNOWLEDGE
Literacy skills used for: • recording disease information. **Numeracy skills used for**: • counting disease organisms or affected stock • reporting mortalities.
Required knowledge
• gross signs/symptoms of common diseases of cultured or held stock • disease control structures and treatment equipment options • hygiene risks associated with diseases (zoonoses) • normal behaviour of stock • OHS requirements relating to controlling diseases • potential effects on cultured or held stock • safe use of chemicals • work procedures for various tasks associated with controlling diseases.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • assist with the control and treatment of disease • recognise and report actual and potential disease problems. Assessment must confirm knowledge of: • behavioural traits of problem species • techniques for disease control.
Context of and specific resources for	Assessment is to be conducted at the workplace or in a simulated work environment and should cover the range

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EVIDENCE GUIDE	
assessment	of diseases typically found in the region. Resources may include: • culture or holding structures with/in water containing stock and threatened by actual and/or potential disease • data sheet for recording observations and actions • work procedures for treatment and control of diseases • treatments and equipment for treating/preventing diseases.
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders and other import requirements • business or workplace operations, policies and practices • ESD principles, environmental hazard

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RANGE STATEMENT	
	identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • control of weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources

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RANGE STATEMENT	
	• maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling water, and maintaining water quality
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat and protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms or overalls • waterproof clothing (e.g. wet weather gear and waders).
Disease may include:	• causes of impairment of health or a condition resulting in abnormal functioning of cultured or held stock • environmental causes, such as poor water

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RANGE STATEMENT	
	quality or contaminants (e.g. chemicals) • nutritional (e.g. feed contaminants, quality and quantity) • viruses, protozoans, bacteria, fungi, worms, parasites, toxins of biological origin (e.g. toxic algae).

Control and treatment may include:	• appropriate nutritional program and additional vitamins
	• biological control (e.g. cleaner fish)
	• chemical barriers (e.g. foot baths)
	• deprivation or purging
	• disinfection of equipment
	• freshwater, saltwater or chemical baths
	• filtration, ozonation or water treatment
	• medication in food
	• probiotics and other chemicals (e.g. pesticides, herbicides and algaecides)
	• prophylactic treatments of probiotics
	• provide cover, hides, shelters and habitat
	• reduce stress
	• replace susceptible species/variety with resistant species/variety
	• vaccination or inoculation:
	  • medicated feeds
	  • syringes, drippers and other application equipment
	• water quality optimisation.

Behavioural traits may include:	• entry and exit into cultured or holding structures • infection pathways • seasonal activity • size or age of stock affected.
Potential effects may include:	• increased stress • mortalities • reduced breeding • reduced feeding • reduced growth rates • transfer of disease or pathogens.
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings,

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RANGE STATEMENT	
	yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Wastes may include:	• biohazard wastes (e.g. moribund animals, hormones and chemicals) • from control or treatment activities • nutrient-rich water and sediments • uneaten food and settled solids.
Mortalities may include:	• cultured or held stock • diseases and other organisms.
Disposed of may mean :	• as a biohazard • loose or packaged • off site • on site.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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SFIAQUA301C Oversee and undertake effluent and waste treatment and disposal

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves overseeing effluent and waste collection and treatment and arranging for its disposal either on-farm or at an off-farm facility. It covers conveying information, selecting equipment and method of operation, and monitoring potential impacts of effluent and waste disposal. Skills to coordinate staff are covered by RTE3704A Coordinate worksite activities. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for treatment and disposal	1.1. ***Types of effluent and waste*** are identified, ***treatment programs*** consulted and options selected and confirmed with senior personnel. 1.2. ***Labour and resource requirements*** for treatment and disposal are determined and arranged with senior personnel. 1.3. ***Risk factors*** which could result in OHS incidents or ***adverse environmental impacts*** are identified and minimisation or contingency plans selected. 1.4. Strategies to achieve desired treatment and disposal options are planned and communicated effectively.

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Equipment is inventoried, maintained and repaired.
2. Coordinate treatment and disposal of wastes and effluent	2.1. Effluent sampling requirements are adhered to and data collected and forwarded according to government requirements. 2.2. Collection and holding of wastes and mortalities is undertaken. 2.3. Contractor collection of ***biohazard materials*** is arranged and supervised. 2.4. On-site or off-site disposal of non-biohazard wastes is arranged and supervised. 2.5. On-site disposal sites are regularly monitored to ensure waste materials are contained.
3. Complete task activities	3.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 3.2. Relevant waste treatment and disposal data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 3.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of waste treatment and disposal, and recommendations made for improvements. 3.4. Options for improving efficiency through mechanisation or automation of process or activity, and use of specialised contract staff are researched and presented to senior personnel as potential improvements. 3.5. Staff are given feedback on their work performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating recommendations on potential improvements • communicating with senior personnel on work schedule, labour and resource

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REQUIRED SKILLS AND KNOWLEDGE
requirements • coordinating staff and contractors • negotiating with contractors • providing feedback on performance to staff • reporting orally and in writing on waste treatment and disposal activities to senior personnel • researching options for improvements. **Literacy skills used for**: • reading and interpreting treatment programs • reading guidelines and directives issued by government organisations • recording information relating to effluent and waste treatment programs • researching potential improvements. **Numeracy skills used for**: • estimating labour and resources required • taking and recording results of analyses.
Required knowledge
• ESD principles • equipment used in the collection, holding, transport and treatment of effluent and waste • government requirements pertaining to effluent and waste treatment and disposal • methods for treating effluent and waste on and off site and the relative risk and cost factors for each • types of wastes and their potential for impact on the environment, particularly biohazard materials • water and soil quality analyses.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • coordinate effluent and waste collection, treatment and disposal in a safe, cost-effective manner consistent with ESD principles, OHS and government regulations. Assessment must confirm knowledge of: • ESD principles • methods for treating effluent and waste on and off site and the relative risk factors for each.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment with a range of effluent and waste products that could typically be produced as a result of aquaculture operations in the region. Resources may include: • functioning waste treatment disposal system as part of an aquaculture culture or holding structure • reference material for research • legislation and regulations • staff and contractors to coordinate.
Method of assessment	The following assessment methods are suggested: • written or oral short-answer testing • practical demonstration • project work related to an on-site scenario or based on a case study.
Guidance information for assessment	This unit may be assessed holistically with RTE3704A Coordinate worksite activities, and other units within a qualification.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • environmental hazard identification, risk assessment and control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.

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RANGE STATEMENT	
ESD principles may include:	• control of effluents, chemical residues, contaminants, wastes and pollution • control of weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling water, and maintaining water quality.
PPE may include:	• hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • protective eyewear, glasses and face mask • uniforms or overalls.
Types of effluent and wastes may include:	• biohazard material • from culture or holding structures • nitrogenous wastes • solid and soluble • toxic liquids and gases • uneaten food, settled solids or sediments.
Treatment programs may include:	• chemical, biological or mechanical filtration • integration with agriculture, such as hydroponics and aquaponics • polyculture • recycling or reuse • settlement ponds/tanks.
Labour requirements may	• specialised equipment operators or contractors • transport operators

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RANGE STATEMENT	
include:	• vehicle or vessel operators • workers.

Resource requirements may include:	• collection equipment:
	  • absorbent materials
	  • nets
	  • sediment ponds, sumps and gulley traps
	  • submersible and sludge pumps
	  • water and benthic samplers
	• holding and on-farm transport equipment:
	  • bins
	  • buckets
	  • plastic bags, boxes, metal canisters and packing materials
	  • tanks
	  • troughs
	• laboratory equipment:
	  • acid washed bottles
	  • autoclaves
	  • balance
	  • chemicals and reagents
	  • fume hoods
	  • ovens
	  • spectrophotometer
	  • vacuum filtration
	• PPE
	• photographs (video or stills)
	• quadrants and rulers
	• treatment equipment and facilities
	• vessels, vehicles, trucks and trailers
	• water, waste and soil samples.

Risk factors may include:	• absent staff • adverse weather conditions • equipment failure or breakdown • moribund, stressed or dying stock • OHS.
Adverse environmental impacts may include:	• build up of hydrogen sulphide, ammonia, nitrites, nitrates, phosphorus, methane or other toxins • changes in benthos

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RANGE STATEMENT	
	• effluent or waste spillage or entry into environment • hypernutrification and eutrophication • increase in bacterial levels • stock death, stress, damage or contamination • transfer of pathogens.
Biohazard materials may include:	• anti-fouling agents • bacteria, parasites or other pathogens • herbicides • hormone and growth promoters • moribund or dead stock • pesticides • sodium hypochloridehypochlorite and other acids • therapeutic agents, such as malachite green, formalin and antibiotics.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA302C Construct or install stock culture, holding and farm structures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves constructing or installing ***stock culture or holding structures or systems*** and ***farm structures***. This may include constructing a ***water supply and disposal or effluent system*** for closed or semi-closed structures. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	The construction techniques required may vary with the type of structure or system. More demanding construction and/or installation activities will require the employment or engagement of qualified tradespersons or the attainment of appropriate licences to meet state/territory and local government requirements. Licences may be required if operating: • load-shifting equipment, including forklifts • vehicles • vessels. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms

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	to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for	1.1. ***Construction work plan*** is read or heard, interpreted

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ELEMENT	PERFORMANCE CRITERIA
construction or installation	and confirmed as understood with senior personnel. 1.2. Equipment, tools and materials as identified in the construction work plan are gathered and checked for serviceability.
2. Undertake construction work	2.1. ***Construction tasks*** are completed according to work plan. 2.2. Advice on problems, progress and standard is sought from senior personnel or appropriate expert as appropriate.
3. Complete construction and installation activities	3.1. Work areas are cleaned, equipment checked and repaired, if necessary, and stored. 3.2. Stock culture, holding and farm structures are positioned according to construction work plan. 3.3. Checking and commissioning are undertaken to ensure that finished product fits design specification and is operable. 3.4. Relevant construction and installation data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 3.5. Non-compliances are conveyed to senior personnel. 3.6. Feedback is sought from senior personnel on effectiveness of the construction and installation activities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating with senior personnel on construction plan, its progress and effectiveness of the structure or system • communicating to seek feedback and expert advice • using construction techniques relevant to the construction or installation task • using hand and power tools.

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REQUIRED SKILLS AND KNOWLEDGE
Literacy skills used for: • interpreting construction work plan • reading labels • reading specifications and manufacturer guidelines. **Numeracy skills used for**: • estimating and measuring of length, area and volume.
Required knowledge
• assembly techniques for stock culture, holding and farm structures • basic design principles and components of specific stock culture, holding and farm structures • characteristics of construction materials • construction activities that require a licensed tradesperson • enterprise OHS procedures • general principles of structural design.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • construct or install stock culture, holding and farm structures following a construction plan and enterprise procedures. Assessment must confirm knowledge of: • construction techniques required for a specific task.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment.

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EVIDENCE GUIDE	
	Resources may include: • construction plan • coordinator/supervisor overseeing the construction or installation • resources as identified in the construction plan • site for construction or installation.
Method of assessment	The following assessment methods are suggested: • demonstration of construction techniques • project work, for example, constructing or installing at least one (1) stock culture or holding structure and one (1) farm structure that would be considered typical of those found on aquaculture enterprises in the region • written and oral short-answer testing.
Overview of assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Stock culture or holding structures or systems may include:	• blowers, aerators, paddlewheels, aspirators • greenhouses, hothouses and igloos • pest, predator and disease control structures • water supply and disposal systems, including pumps, pipes, canals, channels, settlement ponds and storage dams • cages, pontoons, enclosures and pens, including associated moorings, anchors and markers • dams, ponds and pools • display tanks, aquaria and aquascapes

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RANGE STATEMENT	
	• grow out facilities, hatcheries and nurseries • harvesting swimways, canals or channels • live holding tanks, bins, cages and pens • longlines, posts, racks and rails, rafts, fences, socks, trays, sticks, baskets, modules, barrels, bags and panels • open, flow-through, closed and semi-closed systems • purging or depurating systems • tanks, raceways and recirculating systems.
Farm structures may include:	• buildings • equipment storage • fences, gates and entrance ways • greenhouses, hothouses and igloos • jetties • moorings • parking areas • ramps • security systems • shelters and shade cloth • soil conservation works • surrounding grounds/gardens • tank, pump and blower stands • tracks, roads and pathways • waste holding or disposal structures • water supply and effluent systems, pipes and channels.
Water supply and disposal or effluent system (for closed or semi-closed structures only) may include:	• channels, canals and trenches (can be earthen, concrete or plastic-lined) • depth gauges • float switches and solenoids • flow control devices (e.g. non-return mechanisms, taps, valves, float valves, monks, dykes, weirs and gates) • flow meters and pressure gauges • header tank, storage dams or reservoirs • hoses or pipes (can be metal, PVC, rubber, concrete or polyethylene/polypropylene) pressure or sewage rating • intake structure supports screens • monks, spill ways, sumps or overflows

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RANGE STATEMENT	
	• pumps, bores and windmills • roaded or lined banks • sediment dams and settlement tanks • sieves, filters or other mechanical, chemical or biological treatment structures • siphons, including reducing diameter pipes • sprays • sumps.
Relevant government regulations, licensing and other compliance requirements may include:	• business or workplace operations, policies and practices • environmental hazard identification, risk assessment and control • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed

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RANGE STATEMENT	
	moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• adhering to protected areas, marine or land parks • applying animal welfare ethics for handling, holding and slaughter • appropriate disposal of waste feeds, mortalities and other dead biological matter • facility quarantine, biosecurity and control of weeds, pests, predators and diseases • genetically modified organisms, biodiversity and conservation Acts • implications on biodiversity and protecting native and protected species • imports quarantine and inspection, and approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • managing, controlling and treating effluent waste and reducing contaminants • minimising noise and exhaust or odour emissions • minimising the unsafe use and disposal of maintenance debris, such as oil containers and chemical residues, and hazardous substances, such as fuel and oils • monitoring and controlling biological oxygen demand (BOD) of effluent water • reducing damage to native vegetation and animals • reducing dust problems, soil disturbance and increased run-off flows from machinery use and unsafe cleaning and servicing activities • reducing live cultured or held organisms from escaping into environment • refuelling and bunkering, and control of pollution at sea • sustainable fisheries requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts and fisheries management strategies

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RANGE STATEMENT	
	• using and recycling water, and reduction of energy use.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms or overalls • waterproof clothing (e.g. wet weather gear and waders).
Construction work plan may include:	• construction activities • construction or installation directions or design • expected time required to complete activities • materials, tools and equipment required/arranged • OHS procedures • order of activities • staff and external tradespeople and specialists • standard of completed construction activities.

Construction tasks may include:	• assembly of prefabricated buildings
	• basic cutting and welding (metal and plastic)
	• brickwork and brick laying
	• concrete or masonry work
	• fibreglassing
	• fixtures and fittings:
	  • feeders
	  • lighting, and heating and cooling equipment

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RANGE STATEMENT	
	• pumps and water treatment equipment • ropes, moorings and buoys • screens and predator control equipment • storage areas • water quality monitors • water supply and effluent system • glass replacement • gravel or clay road/track surfacing • pipe laying and joining • woodworking.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA303C Coordinate stock handling activities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves coordinating a range of ***stock handling activities***, such as cleaning, moving and grading for ***cultured or held stock***. It may also involve ***seeding*** of half pearls in molluscs. It covers interpreting instructions, selecting equipment and method of operation, data entry and analysis and conveying information. Skills to coordinate staff are covered by RTE3704A Coordinate worksite activities. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	**Licences may be required if operating**: • load-shifting equipment, including forklifts • vehicles • vessels. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan and organise for stock handling	1.1. Handling specifications are interpreted and confirmed with senior personnel. 1.2. ***Labour and resource requirements*** for stock handling are confirmed with senior personnel and arranged.

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ELEMENT	PERFORMANCE CRITERIA
	1.3. Risk factors which could affect the health of stock during handling are identified and plans made to minimise risk. 1.4. Operational guidelines to achieve desired handling objectives are planned and communicated effectively to staff.
2. Organise for handling	2.1. Equipment is collected and checked for serviceability. 2.2. Repairs and calibrations are made to sub-standard equipment. 2.3. Transport and holding arrangements are confirmed. 2.4. Safety precautions for handling live stock are implemented. 2.5. Handling activities are planned to minimise stock damage and stress.
3. Coordinate handling	3.1. Equipment is positioned and operated. 3.2. Handling activities are monitored to ensure they are carried out in an efficient and timely manner.
4. Finalise and review stock handling activities	4.1. Clean up of work areas, including checking, repairing and storage of equipment, is supervised. 4.2. Relevant stock handling data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 4.3. Non-compliances are conveyed to senior personnel. 4.4. Options for improving efficiency through mechanisation or automation of process or activity, and use of specialised contract staff are researched and presented to senior personnel as potential improvements. 4.5. Staff are given feedback on their work performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating with senior personnel on handling specifications, labour and

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REQUIRED SKILLS AND KNOWLEDGE
resource requirements • coordinating work activities and staff • handling activities undertaken with stock • identifying potential improvements • operating, maintaining and repairing handling equipment • organising staff carrying out stock handling tasks • planning guidelines for stock handling • providing feedback to staff on performance, and on operations to senior personnel • researching options for improvements • recognising normal and abnormal stock behaviour and changing environmental conditions. **Literacy skills used for**: • interpreting handling schedules • recording handling information • researching mechanisation or automation options. **Numeracy skills used for**: • counting stock • completing stock handling data sheets • interpreting ratios, metric units and percentages.
Required knowledge
• advanced stock behaviour and biological requirements of cultured or held stock • equipment calibration and operating methods • equipment maintenance and repairs • categories or types of cultured or held stock • operation and maintenance of automatic or mechanised equipment • safety considerations and hazards associated with handling live stock • safety considerations and hazards associated with stock handling equipment options and limitations.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • coordinate a range of stock handling activities, such as handling, cleaning, sampling, moving, grading and stocking culture structures, seeding of half pearls, and supervising employees performing these activities. Assessment must confirm knowledge of: • advanced stock behaviour and biological requirements • safety considerations and hazards associated with stock handling equipment options and limitations.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. It should cover the supervision range of handling activities routinely carried out on aquaculture farms in the region. Resources may include: • culture structure and stock • enterprise data sheets or record books • equipment required for the handling activities being assessed • handling schedule • staff to coordinate.
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises • project work • role play • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Stock handling activities may include:	• anaesthesia • cleaning and washing • counting • moving, transporting and transferring • quality control, grading and sorting • sampling for health assessment of stock • seeding of half pearls in molluscs • stocking culture or holding structures • weighing and measuring.
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Seeding may include:	• gluing or attachment of half pearls on the inside of the shell (mabe) • pearl oysters, freshwater mussels, abalone and conch. Note: Does not include insertion of a nucleus into

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RANGE STATEMENT	
	the gonadal or somatic tissue of the shellfish for round pearl production.
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • maritime operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and

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RANGE STATEMENT	
	equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control.

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RANGE STATEMENT	
PPE may include:	• gloves, mitts or gauntlets and protective hand and arm covering • buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Labour requirements may include:	• plant, equipment, vehicle or vessel operators • skilled handling workers and unskilled labourers • specialised equipment operators • transport operators.
Resource requirements may include:	• handling equipment • holding and transport equipment • vessels, vehicles, trucks, trailers, cranes and load-shifting equipment.

Unit Sector(s)

Unit sector	Aquaculture operations

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA308C Maintain water quality and environmental monitoring

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves monitoring water quality and environmental parameters, and using this information for the maintenance of appropriate conditions for ***cultured or held stock***. It covers interpreting instructions, appropriately using equipment, data entry and analysis and conveying information. Skills to supervise staff undertaking various activities are covered by RTE3704A Coordinate worksite activities. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan and organise for monitoring	1.1. Monitoring schedule is read or heard, and confirmed with senior personnel. 1.2. ***Stock behaviour***, ***routine water quality and environmental parameters*** to be monitored are identified. 1.3. ***Non-routine water quality and environmental parameters*** to be measured are identified. 1.4. ***Equipment*** requirements for water quality and

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ELEMENT	PERFORMANCE CRITERIA
	environmental monitoring are determined, checked for availability and serviceability, and readied for use. 1.5. ***Repairs and calibrations*** are made. 1.6. Options for mechanisation or automation of process or activity are determined, including the use of specialised contract services. 1.7. Staff undertaking routine monitoring are briefed on responsibilities according to monitoring schedule.
2. Carry out monitoring and sampling	2.1. Monitoring and sampling tests are undertaken. 2.2. ***Samples for external analysis*** are preserved, packaged and sent to laboratory according to laboratory requirements. 2.3. Specific and general observations are made.
3. Complete monitoring activities	3.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 3.2. Relevant monitoring data, observations or information are recorded legibly and accurately, and any out of range or unusual records are checked. 3.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of monitoring, and recommendations made for improvements. 3.4. Feedback is given or sought on effectiveness of the monitoring operations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating with senior personnel on monitoring schedule, and staff on responsibilities • communicating ideas on possible improvements • maintaining and repairing monitoring equipment • operating monitoring equipment

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REQUIRED SKILLS AND KNOWLEDGE
• recognising normal/abnormal stock behaviour and environmental conditions • reporting orally and in writing on monitoring activities to senior personnel • supervising staff. **Literacy skills used for**: • reading and interpreting monitoring schedules • recording monitoring information. **Numeracy skills used for**: • calculating volumes, and measuring mass and volume • drawing calibration curves • reading monitoring machines or test kits.
Required knowledge
• biology and chemistry of water bodies • correct collection and submission of samples for external analyses • monitoring equipment calibration and operating methods • monitoring equipment maintenance and advanced repairs • monitoring equipment options and limitations • OHS and ESD principles • options for mechanisation or automation of process or activity, including the use of specialised contract services • water quality tests to be undertaken.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • correctly use advanced water quality tests and monitoring equipment in carrying out the aquaculture

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EVIDENCE GUIDE	
	operation's quality and environmental monitoring program and to supervise staff carrying out basic water quality testing and monitoring. Assessment must confirm knowledge of: • advanced water quality tests and water sampling • operation, maintenance and calibration of monitoring equipment • preservation of samples • submission of samples for external analyses.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. It should reflect the range of monitoring equipment and tests typically used on aquaculture farms or holding/display facilities in the local region and it should involve supervision of staff carrying out basic water quality tests and monitoring. Resources may include: • cameras • culture or holding structure and medium • monitoring equipment • on-site scenario or case study • research reference material • staff to supervise • water quality tests.
Method of assessment	The following assessment methods are suggested: • project work related to on-site scenario or based on a case study • research assignment • role play • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Relevant government regulations, licensing and other compliance requirements may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • maritime operations, safety at sea and pollution control • OHS hazard identification, risk assessment and

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RANGE STATEMENT	
	control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food,

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RANGE STATEMENT	
	including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Stock behaviour may include:	• aggressive or cannibalistic • colour changes

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RANGE STATEMENT	
	• feeding • piping, darting, flashing or whirling movement • predator avoidance • reproduction or courtship • schooling or individuals • swimming (finfish), crawling (crustaceans or gastropods) or gaping (bivalves).
Routine water quality and environmental parameters may include:	• alkalinity • ammonia • dissolved oxygen • hardness • major organisms in surrounding environment • nitrate • nitrite • pH • salinity and conductivity • temperature • tides, water flow and wave action • turbidity (secchi disc and transparency) • weather, rain and wind.
Non-routine water quality parameters may include:	• bacterial (e.g. E. coli and faecal coliforms) • biological oxygen demand (BOD) • carbon dioxide, methane and hydrogen sulphide gas • changes in native land-based and/or aquatic life around the farm, including macro-invertebrates and macrophytes • chlorophyll and algal species identification and counts • clay content of soil, types of sediments • contaminants/chemicals, including pesticides, herbicides and heavy metals • density and types of fouling organisms • density and types of natural feeds • dissolved or suspended solids or wastes • ozone • phosphorus (total and orthophosphate) • presence of severe weather conditions (e.g. king tides, extreme temperatures and fluctuations) • redox potential

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RANGE STATEMENT	
	• soil or sediment pH • toxic micro-algae.
Non-routine environmental parameters may include:	• changes in native land-based and/or aquatic life around the farm, including macro-invertebrates and macrophytes • predators, pests, pathogens, fouling organisms and natural foods • presence of severe weather conditions (e.g. king tide) • on-farm and external chemicals • sediment and debris levels • toxic micro-algae • wastes and contaminants.
Equipment may include:	• advanced chemical tests • electronic machines and specialised machinery, such as spectrophotometer and chlorinometer • flow injection auto analysers • micropipettes • probes, grabs, nets, dredges, traps, cages, plankton nets and water sample bottles • refractometer • soil analysis kits • still and video cameras, remote controlled cameras or vehicles.
Repairs and calibrations may include:	• adjustment of probes or other settings for calibration • replacement of electronic parts, covers and probes.
Samples may include:	• culture or holding equipment • pests, predators or fouling organisms • sediments or soils • stock • vegetation (land and aquatic) • water • weather station/meteorological data.
External analysis may include:	• contaminants, such as heavy metals, pesticides, herbicides and other chemicals • feeds • pathology • proximate analysis of culture or other organisms

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RANGE STATEMENT	
	• trace elements and mineral content of waters/soils.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA309C Oversee harvest and post-harvest activities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves overseeing the harvesting of ***cultured or held stock***, ***basic post-harvest activities*** and transportation off the facility. It covers conveying information, selecting equipment and method of operation, monitoring stock being harvested and, where required, some post-harvest operations. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for harvest and post-harvest activities only. Processing activities, such as cooking, gill gutting, scaling, filleting, shucking, peeling or heading are covered in seafood processing units. The humane killing or slaughter of livestock is covered by RTE3134A Slaughter livestock. The preparation and packing of livestock for off-facility transport is covered by SFISTOR204A Prepare, pack and dispatch stock for live transport. Coordination of staff is covered by RTE3704A Coordinate worksite activities. **Licences may be required if**: • using firearms • operating forklifts • diving • driving vehicles • operating vessels. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***,

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	licensing and other compliance requirements, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and organise for basic harvest and post-harvest activities	1.1. ***Harvest specifications*** are interpreted and confirmed with senior personnel. 1.2. Availability of suitable stock for harvest is confirmed. 1.3. ***Resource requirements*** for harvest are determined and arranged. 1.4. ***Risk factors*** which could affect the quality of stock during harvest are identified and plans made to minimise risk. 1.5. Equipment is checked for availability and serviceability and repaired. 1.6. Stock transport and holding arrangements are confirmed with operators.
2. Undertake harvest	2.1. Equipment is positioned, calibrated and operated. 2.2. Harvesting activities are monitored to ensure consistency with harvest specifications and minimal stock stress or damage. 2.3. Harvest quantity, quality and size are confirmed and records prepared. 2.4. Harvested stock is confirmed as complying with customer ***quality specifications***.
3. Undertake on-farm post-harvest activities	3.1. On-farm post-harvest activities are monitored to ensure consistency with harvest specifications. 3.2. Transport (off-farm) of dead or ***live stock*** is arranged and packing monitored to ensure minimal stock stress or damage. 3.3. ***Labels and documentation*** are prepared and attached to transport containers according to client specifications. 3.4. Containers for pick-up are checked and counted. 3.5. Shipment is collected and ***shipment report*** given to senior personnel. 3.6. ***Storage facilities*** for product are maintained.
4. Supervise follow-up activities and review operations	4.1. Clean up of work area, including repairs and storage of equipment, is supervised and ***condition report*** prepared. 4.2. Relevant harvest and post-harvest data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 4.3. Compliance and other required reports are prepared

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ELEMENT	PERFORMANCE CRITERIA
	and conveyed to senior personnel advising of the effectiveness of harvest and post-harvest, and recommendations made for improvements. 4.4. Options for improving efficiency through mechanisation or automation of process or activity, and use of specialised contract staff are researched and presented to senior personnel as potential improvements. 4.5. Staff are given feedback on their work performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating with senior personnel on harvest specifications, labour and resource requirements • coordinating harvest, post-harvest and transport activities, and staff • providing feedback to staff on performance • providing relevant paperwork for transport operators • recognising normal and abnormal stock behaviour and risky or changing environmental conditions • reporting orally and in writing on harvest and post-harvest to senior personnel • researching options for improvement. **Literacy skills used for**: • interpreting a harvest schedule • preparing relevant paperwork for transport operators • researching mechanisation or automation options • writing reports to senior personnel on harvesting operation, including post-harvesting irregularities. **Numeracy skills used for**: • calculating size, grades, ranges and averages • counting stock and containers

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REQUIRED SKILLS AND KNOWLEDGE
• recording harvest and post-harvest data.
Required knowledge
• biological and water quality requirements for stock being handled, processed and transported • harvest and post-harvest equipment options and limitations, including options for mechanisation or automation of process, and services provided by specialised contract services • harvesting and post-harvest principles and practices for specific stock types and culture or holding structures • safety considerations and hazards associated with harvest and post harvest activities • services provided by specialised contract services • quality assurance practices in stock harvesting, grading, post-harvest and transport • relevant ESD principles particularly humane slaughter methods.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to:
	• coordinate the harvest of stock and post-harvest activities, including
	  • sorting and grading
	  • holding and removal from water/holding facility
	  • on-farm transport
	• monitor and test quality
	• monitor holding conditions
	• monitor storage conditions.
	
	Assessment must confirm knowledge of:
	• harvest and post-harvest principles and practices

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EVIDENCE GUIDE	
	• OHS standards consistent with harvest schedule and operational guidelines • risks and mitigation procedures.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace while harvest and post-harvest activities are underway or in a simulated environment. Resources may include: • harvest specification or schedule • staff to coordinate • stock to harvest.
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with RTE3704A Coordinate worksite activities, and other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete

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RANGE STATEMENT	
	worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Basic post-harvest activities may include:	• anaesthesia or sedation • cool room storage • depuration or shellfish sanitation • dips, drips and sprays • icing, chilling, ice slurry or refrigeration • meeting quarantine or biosecurity requirements • on-facility transport of livestock or product • packing • preparation for off-facility transport of dead stock or product • purging or holding (live) • sorting, grading or removing half pearls from molluscs • washing, cleaning and hydrating.
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • maritime operations, safety at sea and pollution control • OHS hazard identification, risk assessment and

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RANGE STATEMENT	
	control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food,

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RANGE STATEMENT	
	including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• adhering to protected areas, marine or land parks • adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • adhering to translocation of livestock and genetic material, and health certification • applying animal welfare ethics for handling, holding and slaughter • appropriate disposal of waste feeds, mortalities and other dead biological matter • facility quarantine, biosecurity and control of weeds, pests, predators and diseases • genetically modified organisms, biodiversity and conservation Acts • implications on biodiversity and protecting native and protected species • imports quarantine and inspection, and approved arrangements for AQIS, Australian Customs Service (ACS) and Biosecurity Australia (BA) • managing, controlling and treating effluent waste and reducing contaminants • minimising noise and exhaust or odour emissions • minimising the unsafe use and disposal of maintenance debris, such as oil containers and chemical residues, and hazardous substances, such as fuel and oils • monitoring and controlling biological oxygen demand (BOD) of effluent water • reducing damage to native vegetation and animals • reducing dust problems, soil disturbance and

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RANGE STATEMENT	
	increased run-off flows from machinery use and unsafe cleaning and servicing activities • reducing live cultured or held organisms from escaping into environment • refuelling and bunkering, and control of pollution at sea • sustainable fisheries requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts and fisheries management strategies • using and recycling water, and reducing energy use.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hearing protection (e.g. ear plugs and ear muffs) • hard hat or protective head covering • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • waterproof clothing (e.g. wet weather gear and waders).

Harvest specifications may include:	• acceptable quality specifications
	• culture or holding structures to be harvested
	• destination of harvested stock
	• harvesting objectives:
	  • gathering stock
	  • cleaning, moving and handling stock
	  • holding stock

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RANGE STATEMENT	
	• sorting and grading stock • period over which harvest is to occur • pre-harvest conditioning of stock (e.g. starvation and purging) • quantities to be harvested • slaughter procedures • temperature requirements (e.g. ice and slurries) • timing of harvest • written or verbal.

Resource requirements may include:	• boxes and packing materials
	• depuration or purging facilities
	• half pearl harvesting equipment
	• harvesting equipment:
	  • bait, attractants and foods
	  • crowd nets and fish pumps or brails
	  • dilly nets, drop nets, scoop nets, trawl/prawn nets, cast nets, gill nets, traps (e.g. bait and opera house traps) and wing nets
	  • flow traps
	  • handlines and fishing lines
	  • hides (used with dip nets)
	• holding and on-farm transport equipment:
	  • bins
	  • buckets
	  • tanks
	  • troughs
	• labour:
	  • forklift operators
	  • harvest workers
	  • specialised equipment operators
	  • transport operators
	  • vessel operators
	• ice and coolants
	• slaughter and sedation/chilling equipment
	• vessels, vehicles, trucks and trailers.

Risk factors may include:	• adverse climatic conditions • equipment damage or breakdown • OHS

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RANGE STATEMENT	
	• predator attack/damage • stock damage and mortalities • stock escape.
Quality specifications may include:	• body condition (e.g. fat content and meat yield) • general condition • live or dead • percentage acceptable • physical appearance, type and extent of external damage • parasites (present) or other health issues (e.g. mud worm, gill crustaceans and lice) • sex or maturation condition • shape or colour • size or weight • whole or processed.
Live stock may include:	• crustaceans • finfish • live-feeds or algae • molluscs • ornamentals.
Labels and documentation may include:	• destination details, including contact number • dispatching company details, including contact and emergency numbers • farm, facility or lease number or details • transport company, including contact number • type of stock and grade, quality or size • warning labels (e.g. 'live seafood', 'keep cool' and 'fragile').
Shipment report may include:	• destination • quality and quantity of stock sent • special conditions or observations.
Storage facilities may include:	• aeration or oxygenation • dry (in air) • heating • humidity • refrigeration and chilling • snap and deep freeze • wet (in water).

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RANGE STATEMENT	
Condition report may include:	• backup equipment availability • equipment problems • regular maintenance and repairs • repairer's contact numbers.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA311B Oversee production and maintain algal or live-feed cultures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves producing algal or live-feed cultures to be fed to ***cultured or held stock***. The unit includes planning for production, initiating and growing cultures and organising their harvest. In some facilities only one of the culture types is produced, in others both may be produced. Skills to coordinate staff are covered by RTE3704A Coordinate worksite activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan for production	1.1. ***Production schedule*** is interpreted and confirmed with senior personnel. 1.2. Labour and resource requirements for production are confirmed. 1.3. ***Risk factors*** that could affect the quality of algal or live-feed cultures during production are identified and plans made to minimise risk. 1.4. Efficient culture systems are assembled and commissioned for use. 1.5. Operational guidelines to achieve desired production objectives are planned and communicated effectively to staff.

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ELEMENT	PERFORMANCE CRITERIA
2. Prepare for initiation and maintenance of algal or live-feed cultures	2.1. **Production vessels or structures** and ***other equipment*** are checked for serviceability. 2.2. Culture water is ***treated*** to meet the physio-chemical requirements of the cultured organism. 2.3. ***Inoculation cultures*** to meet the required stocking density are readied for use. 2.4. ***Nutriment formulae or media*** are prepared.
3. Monitor and maintain culture production	3.1. ***Physio-chemical requirements of the culture organism*** are measured and maintained for the culture period. 3.2. Sterile conditions and equipment are maintained in parent and stock cultures. 3.3. ***Culture health*** is checked regularly by sampling the culture water and appropriate action taken to achieve the production schedule.
4. Harvest culture	4.1. ***Harvesting equipment*** is collected and checked for serviceability. 4.2. Sub-standard equipment is repaired or replaced. 4.3. Required quantity of culture is collected in harvest equipment. 4.4. Production vessel is refilled with preconditioned water and nutriments are added to return the culture to pre-harvest conditions. 4.5. Unused cultures and ***wastes*** are treated and disposed of.
5. Complete culture production activities	5.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 5.2. Relevant culture production data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 5.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of culture production, and recommendations made for improvements. 5.4. Options for improving efficiency through mechanisation or automation of process or activity, and use of specialised contract staff are researched and presented to senior personnel as potential improvements. 5.5. Staff are given feedback on their work performance.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• altering the physio-chemical environment and nutriment formulae or media to meet the culture species requirements throughout the culture period • communicating with senior personnel on production schedule, labour and resource requirements • communicating operational guidelines to staff • coordinating algal or live-feed production and staff • identifying potential improvements • providing feedback to staff on performance • reporting orally and in writing on production of algae or live-feeds to senior personnel • recognising signs of health or ill health in species and mitigation methods • researching options for improvement. **Literacy skills used for**: • interpreting the production schedule • recording information relating to algal or live-feed production and harvest • researching mechanisation or automation options • writing reports for senior personnel on the algal or live-feed production process. **Numeracy skills used for**: • calculating inoculation culture to achieve desired stocking density • calculating the culture period for the species • calculating volumes • completing production records.
Required knowledge
• inoculation culture required to achieve stocking density • nutriment formulae or media requirements for species during culture period • operation process for effective production of algal or live-feed cultures, including setting up, initiating and breeding, monitoring health and growth, harvesting and cleaning up

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REQUIRED SKILLS AND KNOWLEDGE
• options for mechanisation or automation of process or activity • physio-chemical requirements for the culture species • services provided by specialised contract services.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • monitor all aspects of the production process • prepare nutriment formulae or media • coordinate staff to achieve the efficient and successful production of algal or live-feed cultures • treat culture water. Assessment must confirm knowledge of: • operation process for effective production of algal or live-feed cultures, including setting up, initiating and breeding, monitoring health and growth, harvesting and cleaning up.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. The inoculation cultures used should reflect those typically grown by aquaculture enterprises in the region. Resources may include: • inoculum culture • monitoring equipment • nutriment formulae or media • production and harvest equipment • production vessels and water treatments

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EVIDENCE GUIDE	
	• staff to coordinate • water sampling tests.
Method of assessment	The following assessment methods are suggested: • case study analysis • practical exercises • project (work or scenario based) • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with RTE3704A Coordinate worksite activities, and other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught or hatchery or nursery reared.

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RANGE STATEMENT	
Relevant government regulations*, *licensing and other compliance requirements may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • environmental hazard identification, risk assessment and control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• control of effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour

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RANGE STATEMENT	
	emissions • preventing live cultured or held organisms from escaping into environment • reducing energy use • reducing emissions of greenhouse gases • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling water, and maintaining water quality.
PPE may include:	• hard hat or protective head covering • non-slip and waterproof boots (gumboots) or other safety footwear • protective eyewear, glasses and face mask • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).

Production schedule may include:	• production vessel or structure to use
	• production method:
	  • batch
	  • continuous
	  • other
	  • semi-continuous
	• quality, including bacteria-free, growth rate, size and age
	• quantities (e.g. cells/ml, organisms/ml)
	• types of cultures, including species.

Risk factors may include:	• contamination • damage to equipment • equipment breakdown • insufficient cultures • loss of cultures • power loss.
Production vessels or structures may include:	• concrete or earthen ponds • fibreglass or plastic tanks or tubes • glassware • plastic bags • plastic-lined pools.

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RANGE STATEMENT	
Other equipment may include:	• aeration, carbon dioxide addition • lights • production vessel holder • temperature-controlled room.
Treated water may include:	• aeration • chemical (e.g. change pH, hardness and salinity) • heating or cooling • micro-filtration • ozone • pre-conditioning (left to stand with aeration).
Inoculation cultures may include:	• brine shrimp (*Artemia* and *Parartemia*) • copepods • *Daphnia* • mosquitoes, beetles or other insects • nematodes • polychaetes or other annelids (worms) • rotifers • various species of micro-algae • zooplankton.
Nutriment formulae or media may include:	• batch or continuous dosing • feeds, including micro-algae, pellets, powders and emulsions • nutrients, fertilisers or other enrichment chemicals or formulae.
Physio-chemical requirements of the culture organism may include:	• carbon dioxide • dissolved oxygen • hardness • light • mechanical or biological filtration • nutriment formulae or media • pH • salinity • temperature • water flow.
Culture health may include:	• contaminants, including ciliates, males in rotifer cultures and unwanted species in micro-algal cultures • density of organisms (numbers per litre or millilitre)

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RANGE STATEMENT	
	• feeding activity • growth and appearance • swimming activity.
Harvesting equipment may include:	• buckets • nets, sieves or screens (mesh size generally below 100µm) • pumps • scoops • siphons.
Wastes may include:	• dead or dying organisms • other contaminants, including soil and organic debris • uneaten nutriments.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA313B Oversee operations of high technology water treatment components

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves coordinating the operation and maintenance of a range of high technology water treatment components to optimise conditions for stock breeding and growth, or holding environment. The unit covers interpreting and conveying instructions, overseeing operations, monitoring the operation of components, data entry and analysis, and conveying information. Processes will include those for ensuring the use and updating of established procedures and techniques. Skills to coordinate staff are covered by RTE3704A Coordinate worksite activities. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	The unit will have application to ***recirculating aquaculture systems*** (***RAS***), aquaria or other holding facility that has high technology water treatment components. The unit has application for those workers who have responsibility for a specific area of work or who lead a work group or team. The operation and maintenance of other equipment and infrastructure; chemical adjustments for controlling pH (acid/alkaline) balance; stock husbandry, such as feeding, health management and handling (e.g. adjusting stocking densities and grading); and harvesting and post-harvest activities are covered in other aquaculture, seafood processing and seafood sales and distribution units of

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	competency. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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	with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan for the operation and maintenance of ***high technology water treatment components***	1.1. ***Work plan or schedule*** is interpreted and confirmed with senior personnel. 1.2. Labour and resource requirements are confirmed with senior personnel and arranged. 1.3. Optimal ranges for ***basic environmental parameters***, ***advanced environmental parameters*** and ***water quality parameters*** affecting ***cultured or held stock*** are identified from enterprise procedures. 1.4. Staff members undertaking basic operations and routine maintenance or repairs are briefed on responsibilities according to work plan or schedule. 1.5. ***Contingency plans*** are confirmed and related to staff.
2. Optimise operations of high technology water treatment components	2.1. Appropriate components for operations are identified and prepared. 2.2. ***Routine pre-operational checks and calibrations*** are made and recorded. 2.3. Operation of components and ***other aquaculture equipment and infrastructure***, including ***culture or holding structures or systems***, are monitored and ***abnormal or non-standard conditions*** are reported or ***adjustments to operating components*** made as planned. 2.4. Operation or production schedule is altered to compensate for factors affecting cultured or held stock during operations, or contingency plans are implemented. 2.5. Data on the performance and efficiency of components or system operation is collated and analysed and steps are taken to optimise activities. 2.6. Work team progress and outcomes are monitored against the work plan or schedule, with support given as required.
3. Oversee maintenance and repair of high technology water treatment	3.1. Maintenance schedule is confirmed with staff. 3.2. Repairs and maintenance for pre-operation, standard operation and post-operation are supervised.

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ELEMENT	PERFORMANCE CRITERIA
components	3.3. Repairs and maintenance activities are altered to compensate for factors affecting cultured or held stock. 3.4. Backup or auxiliary systems are installed and used as needed in line with ***enterprise requirements***. 3.5. ***Worn or damaged parts or areas***, or malfunctioning components and water supply or disposal systems are identified for repair on site or sent to manufacturer or specialist. 3.6. Operation of components is checked following maintenance and optimal operation is confirmed. 3.7. Work team progress and outcomes are monitored against the repairs and maintenance schedule, with support given as required.
4. Finalise operation, monitoring and maintenance activities	4.1. Clean up of ***work area***, including repairs and storage of equipment, is supervised and condition report prepared. 4.2. Relevant ***operation***, ***monitoring and maintenance data***, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 4.3. Compliance and other required ***reports*** are prepared and conveyed to senior personnel advising of the effectiveness of operation, monitoring and maintenance, and recommendations made for improvements. 4.4. Options for improving efficiency through mechanisation or automation of process or activity, and use of specialised contract staff are researched and presented to senior personnel as potential improvements. 4.5. Staff are given feedback on their work performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE

- accurately recording and analysing results, using computers and technology, where applicable
- adjusting systems to optimise water quality or support stock density
- analysing problems, devising solutions and reflecting on approaches taken
- applying risk assessment processes and putting controls in place to mitigate risk and minimise impact
- choosing options for mechanisation or automation of process or activity, including the use of specialised contract services
- cleaning and maintaining equipment to hygiene, product quality and food safety standards
- communicating information about optimising the operation and maintenance of the components to the work group
- consulting with the work group on improvements in operations and maintenance
- coordinating operations and work group
- establishing key performance indicators (KPIs), comparisons and benchmarking to monitor enterprise performance
- identifying potential improvements
- implementing emergency procedures, and crisis or disaster management
- following disease management procedures:
  - disposing of mortalities
  - following ESD principles
  - implementing quarantine procedures
  - using cause diagnosis techniques
- operating and shutting down equipment in a safe manner
- operating within a budget
- ordering, storing and monitoring usage rates, quantities and types of feeds, chemicals, spare parts and other inputs and equipment
- organising staff
- providing feedback to staff
- repairing and replacing components, undertaking basic plumbing and work with pipes and pumps
- reporting orally and in writing on effectiveness of operation, monitoring and maintenance
- researching options for improvement
- using, storing and disposing of chemicals and biological agents.

Literacy skills used for:

- interpreting documentation relating to optimising the operation and maintenance of the components
- interpreting workplace documentation such as operating manuals and manufacturer instructions, operational and maintenance schedules, stocking densities and harvest

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REQUIRED SKILLS AND KNOWLEDGE
outputs. **Numeracy skills used for**: • assessing efficiencies of conversion of inputs to outputs • calculating dosage rates for medications and treatments, and determining withholding periods • calculating KPIs • calculating volumes and quantities of inputs and outputs of liquids, gases and solids • reading and interpreting material safety data sheet (MSDS) labels • recording information.
Required knowledge

• calculation and analysis of KPIs to demonstrate effectiveness of operations
• effective management of staff, time and resources
• federal, state, territory and local government laws and regulations relating to:
  • environmental sustainability, particularly strategies and regulations/license conditions for waste and effluent minimisation, and methods of disposal
  • forward planning and risk management for events, such as blackouts, brownouts and equipment breakdowns
  • OHS for staff, management, contractors and visitors
  • withholding periods when using chemicals or medications
  • translocation of exotic or introduced species and biosecurity issues
• impacts of inputs on systems and component operation, such as maximum stocking, feeding and waste loads
• methods of customisation and retrofitting of components
• role of quarantine, hygiene and cleaning programs in disease prevention and control
• standards, guidelines and approaches to the operation of high technology water treatment components, such as:
  • association between water hydraulics, water chemistry and oxygenation, super saturation and gas exchange
  • biology of stock and environmental and husbandry requirements within RAS to achieve growth targets
  • importance of optimised production to achieve sound economic outcomes
  • monitoring of basic and advanced environmental and water quality parameters
  • nitrification and other bacterial processes and requirements, including biofilter start-up, shock-loading and maintenance
  • operation and maintenance of water treatment components, including back-flushing filters, cleaning (pigging) of water supply and disposal lines, and

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REQUIRED SKILLS AND KNOWLEDGE
routine dry outs • optimal and critical levels for water quality parameters, such as temperature, pH (acid/alkaline balance), dissolved oxygen, nitrogenous wastes and carbon dioxide • uses for wastes, recycled water and by-products. .

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to • coordinate work team activities to ensure the operation and maintenance of high technology water treatment components • forward plan for efficiency and contingencies • optimise conditions for stock breeding and growth, or holding environment • report on effectiveness of operation, monitoring and maintenance. Assessment must confirm knowledge of: • biological and environmental requirements of the culture or holding species • ESD principles • OHS risks associated with staff, management, contractors and visitors • procedures for data collection, recording, analysis and reporting • standards, guidelines and approaches to the operation of high technology waste treatment components • water quality, optimal and critical limits for various

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EVIDENCE GUIDE	
	parameters and non-standard conditions.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. It should cover the operation of a RAS typically used in aquaculture, holding or ornamental facilities in the region. Resources may include: • enterprise requirements for basic and advanced environmental parameters, and water quality parameters for culture or holding stock • RAS with high technology waste treatment components • other equipment as needed to operate the system and maintain water quality • spare parts and repair materials • operational staff to coordinate • templates for recording data • water monitoring equipment • work plan or work instructions for the RAS operation and maintenance.
Method of assessment	The following assessment methods are suggested: • case studies, simulation or drills • journal which may include work diary notes, photographs or videos • portfolio of workplace documents, including work procedures, benchmarks, checklists and data sheets showing improved practices in the operation and maintenance of high technology water treatment components • reporting of activities of work group in relation to the operation and maintenance of high technology water treatment components • third-party reports.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
A recirculating aquaculture system (***RAS***) is:	• a system in which at least some of the water is recycled one or more times back into the system after some form of treatment • also called a closed system (which is the opposite to a flow-through or open system where there is little residence time for the culture water) • where a water exchange (replacement) rate of 5-10% per day is used to assist in maintaining water quality (particularly nitrate control) • where generally some form of water treatment with equipment or structures, particularly aeration or oxygenation and processing of nitrogenous wastes, is undertaken.
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or

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RANGE STATEMENT	
	standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements and AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.

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RANGE STATEMENT	
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • control of weeds, pests, predators and diseases, stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling water, and maintaining water quality.
PPE may include:	• hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • protective eyewear, glasses and face mask • protective hair, beard and boot covers • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).
High technology water treatment components may include:	• aeration or oxygenation equipment, such as aerators, aspirators, airlifts and fans • components that regulate environmental and climate control factors, such as temperature, photoperiod and light intensity • degassing systems for removing carbon dioxide and ozone, including the use of specialised air filters • facilities and processes designed for health management such as quarantine area, sterilising using ultraviolet (UV) light and ozone, and pasteurising using heat or steam • mechanical/physical/solid, chemical and biological filtration devices (or a combination of

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RANGE STATEMENT	

	two or more different types):
	• biological filter:
	  • is part of an RAS where dissolved metabolic by-products are converted to less toxic forms by microbial action from a range of different bacteria, fungi and other microorganisms
	  • the most important function is the oxidation of ammonia to nitrite, and nitrite to nitrate (often called nitrification)
	• chemical filter:
	  • examples include activated carbon, zeolites and other ion-exchange mediums
	  • is where a variety of chemical substances are used to treat water passing through them
	  • ozone and chemical (e.g. pH and alkalinity) adjustments are also made, sometimes in a separate area to the chemical filter
	• mechanical/physical/solid filter:
	  • includes swirl separators, hydrocones, protein skimmers or foam fractionators, drum filters, belt filters, bead and other suspended media filters and screen filters
	  • is important to ensure organic loads going into biofilters are as low as possible to prevent the more competitive heterotrophic bacteria from taking over and reducing nitrification capacity
	  • is part of an RAS that removes solid organic matter and other wastes
	  • reduces the biological oxygen demand (BOD) for the system
	  • some degassing or carbon dioxide stripping can also take place
	• water treatment devices, such as those that maintain pH (acid/alkaline) balance
	• ventilation systems, fans, blowers and humidifiers/ dehumidifiers.

Work plan or schedule may	• contingencies for responding to partial or full

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RANGE STATEMENT	
include information on:	system shutdown, stock stress or mortalities • contingency plan to address staffing and equipment supply problems • costs and budget details • date and time tasks are to be undertaken • designated jobs tasks, directions or designs • environmental impact control measures • expected time required to complete activities • hazard identification, risk assessment and risk control measures • local, state, territory and federal government regulations • location • maintenance schedule for particular items of equipment • manufacturer guidelines or instructions • materials, supplies, tools, equipment or other resources required • monitoring and reporting requirements and procedures, including logs or checklists • non-conformance or incident/fault reporting procedures • OHS procedures, including PPE requirements • order of activities • other members of work team and their roles, responsibilities and skills • person in charge • pre- and post-operational and safety checks • preferred supplier list and resources required by external workers and tradespeople • routine maintenance procedures • specific structures or components • standard for completed activities.
Basic environmental parameters may include:	• activity of pests, competitors, diseases and predators • light levels • turbidity • water flow • water level or depth.
Advanced environmental parameters may include:	• changes in stocking density, size classes and grades

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RANGE STATEMENT	
	• chemicals and biological agents • diseases or stressful conditions • inappropriate system design • inefficient feeding or poor quality feeds • intense lighting or inappropriate light regimes • loud or intermittent noises • source, quality and/or genetics of seed stock • toxic micro-algae • wastes and contaminants.
Water quality parameters may include:	• alkalinity • BOD • chlorine or chloramines • dissolved carbon dioxide • dissolved oxygen • general water hardness • level of nitrogenous wastes (e.g. ammonia, nitrite and nitrate), and contaminants and pollutants • pH (acid/alkaline balance) • phosphates • redox potential • salinity or conductivity • temperature • total dissolved solids.
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.

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RANGE STATEMENT	
Contingency plans to address:	• adverse weather conditions and acts of nature, such as flood or fire • breakdown of components • bypass of components • compromised water source • disease outbreaks • emergency procedures • non-standard water quality parameters • risks to cultured or held stock during emergency shutdowns or breakdowns • risks to environment • risks to infrastructure and equipment • risks to product quality and food safety.
Routine pre-operational checks and calibrations may include:	• appropriate use of PPE • checking and confirming equipment calibration settings and operating methods for turbo-charged engines • checking for design problems or equipment modifications • checking for wear, corrosion and incorrect use • checking fuel, oils and lubricants, electrolyte levels, wheels, tyre pressure, fan belts, leads, lines, connections, air filters, brakes, clutch, gearbox, steering, lighting and transmission • identifying and segregating unsafe or faulty equipment for repair or replacement • inspecting safety guards, power take-off (PTO) stubs and shafts, and hitch and towing points • observing and monitoring noise levels for correct operation • preparing independently powered tools, which may include cleaning, priming, tightening, and basic repairs and adjustments • pre-start and safety checks, including the service and maintenance of cooling system.
Other aquaculture equipment and infrastructure may include:	• alarm and monitoring systems, including loss of pressure, burglar, loss of electricity and critical parameters • counters and microscopes, pipettes and syringes, measuring cylinders and dissecting kits • effluent and waste disposal, such as sewage, septic and compost pits

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RANGE STATEMENT	

	• heating or cooling systems, such as heat exchange equipment, geothermal, gas, hydro, electric and solar (can also include insulated buildings and greenhouses)
	• husbandry equipment, such as graders, feeders, fish pumps, nets, fish bins and transporters
	• lighting, such as skylights, fluorescent, incandescent, metal halide and mercury vapour
	• pipes and reticulation systems, including siphons, both for supply and disposal
	• pumps:
	  • centrifugal
	  • magnetic drive
	  • pressure
	  • submersible
	  • peristaltic or dosing
	  • airlift
	  • piston
	  • hydraulic ram or helical drive
	  • axial
	  • screw pump
	  • regenerative turbine
	  • venturi
	  • self-priming or non-priming
	  • sludge or surge
	  • powered by:
	  • diesel or petrol
	  • electricity (single or 3-phase)
	  • cable
	  • hydraulics
	  • solar
	  • wind
	  • battery
	  • pneumatic or air driven
	• water quality test equipment, including pH, dissolved oxygen, temperature and salinity
	• washing, disinfecting and sterilising equipment (e.g. autoclaves).

Culture or holding structures or	• display tanks, aquaria and aquascapes (ornamental industry)

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RANGE STATEMENT	
systems may include:	• grow out facilities, hatcheries and nurseries • harvested stock holding structures, tanks, bins and cages • live holding systems • pest, predator and disease control structures • purging or depurating system • tanks, raceways and RAS • water supply and disposal systems for closed and semi-closed systems.

Abnormal or non-standard conditions may include:	• critical flow rates down due to obstructions or damage to lines or pipes
	• critical water quality parameters outside safe operating conditions
	• moving parts making unusual noises or movement being hampered
	• plant or equipment failure resulting in leaks or non-operation of system
	• power not on, water not flowing or aeration off
	• smoke, fumes or other emissions
	• sparks or obvious signs of electrical shorts
	• stock showing signs of stress, such as:
	  • aggression or cannibalism
	  • colour changes
	  • gasping at surface
	  • lesions or other signs of damage to skin
	  • not feeding
	  • no reproduction or courtship
	  • piping, darting, flashing or whirling movement
	  • schooling activity
	  • swimming or moving erratically
	• water levels too high or low in culture system.

Adjustments to operating components may include:	• alkalinity addition • back-flushing or changing of filters • biofilter start-up and maintenance • changes in light and dark regimes • degassing • digital or analog control systems • foam fractionator or protein skimmer • heating or cooling

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RANGE STATEMENT	
	• managing shock-loading • manual or computer controlled • UV or ozone systems • water or air flow changes.
Enterprise requirements may include:	• enterprise policies and procedures, including those relevant to waste disposal, recycling and re-use guidelines • industry standards or codes of practice • MSDS • OHS procedures • operations or maintenance manuals • product labels, manufacturer specifications or guidelines • production schedules • standard operating procedures (SOPs) • supervisor oral or written instructions • work and routine maintenance plans • work notes.
Worn or damaged parts or areas may include:	• depth and flow gauges and electronic monitors • fittings (e.g. joints, valves and boards) • flow control devices (e.g. taps, valves, float valves, monks, dykes, weirs and gates) • mechanical components in treatment structures (e.g. sieves, filters and aerators) • mechanical, chemical and biological filters • pipes • pumps and mechanical components • sides or bottoms of earthen, concrete, fibreglass or plastic-lined supply and disposal systems or structures • wood or metal structures.
Work area may include:	• depots • hatchery, nursery, grow out and holding facilities • laboratories • post-harvest or processing facilities • staff amenities • stock and quarantine treatment facilities • storage areas • workshops.

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RANGE STATEMENT	
Operation*, *monitoring and maintenance data may include:	• checklists, data sheets, inventory and stocktakes • dates, times and progress against timelines of activities or events • details related to culture or holding structures or systems • operation and maintenance details and other outcomes achieved • personnel and subcontractor performance data • problems experienced and strategies to overcome them.
Reports may include:	• electronic or hard copy • graphs and charts, including Gantt charts and tables • KPIs.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA314A Support hatchery operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves routine husbandry and handling of broodstock, larvae and juveniles on an aquaculture hatchery or ornamental facility. It covers using technical equipment appropriately, and involves operations, such as conditioning and spawning of stock. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application to aquaculture hatcheries and ornamental facilities and involves ***cultured or held stock***. This unit does not cover crocodiles nor does it cover the collection of gastropod or bivalve molluscs or other aquatic broodstock or seedstock from the sea by qualified divers. Live transport of broodstock or seedstock is covered by SFISTOR204A Prepare, pack and dispatch stock for live transport. It does not cover the production of micro-algae or live-feeds which is covered by SFIAQUA214B Produce algal or live-feed cultures and SFIAQUA311B Oversee production and maintain algal or live-feed cultures. Coordination of staff is covered by RTE3704A Coordinate worksite activities. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and

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	maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Collect and care for broodstock	1.1. Hatchery production schedule is interpreted and confirmed with senior personnel. 1.2. Labour and resource requirements for hatchery

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ELEMENT	PERFORMANCE CRITERIA
	production are confirmed with senior personnel and arranged. 1.3. Risk factors that could affect the ***quality*** of the end cultured or held stock progeny are identified and plans made to minimise risk. 1.4. Broodstock structure or system is prepared to provide clean, disinfected and functional conditions for ***broodstock activities***. 1.5. Selected broodstock are introduced into broodstock structure or system with minimal stress. 1.6. Both male and female broodstock are conditioned to induce maturation or breeding/spawning behaviour. 1.7. Broodstock to be spawned are identified and moved to spawning tanks and undergo ***spawning induction treatment***. 1.8. Appropriate ***water quality requirements of broodstock*** are monitored and maintained.
2. Breed and raise progeny	2.1. Signs of imminent spawning are monitored and the environment controlled to ensure successful spawning. 2.2. Spawn is collected, washed and counted and ***quality assessment*** of eggs and sperm is undertaken followed by fertilisation of the eggs, if appropriate. 2.3. Post-spawning broodstock husbandry practices are undertaken, as appropriate. 2.4. Fertilised eggs are hatched and cared for according to biological requirements. 2.5. Rearing of subsequent ***progeny*** is monitored to ensure water quality and relevant environment needs are met by appropriate ***post-hatch rearing procedures***.
3. Harvest and distribute progeny	3.1. Progeny are selected through quality assessment with senior personnel and harvested. 3.2. Progeny for on-farm facility distribution are graded, sorted and/or transported to new culture or holding structures. 3.3. Order requirements for off-farm facility distribution are noted, harvested and packed for external transport.
4. Complete breeding clean up activities	4.1. Clean up of work area, including repairs and storage of equipment, is completed and condition report prepared.

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Relevant breeding data, observations or information are recorded legibly and accurately, and any out of range or unusual records are checked. 4.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of breeding, and recommendations made for improvements. 4.4. Options for improving efficiency through mechanisation or automation of process or activity, or use of specialised contract staff are researched and presented to senior personnel as potential improvements 4.5. Staff are given feedback on their work performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating with senior personnel on production schedule, labour and resource requirements • coordinating hatchery operations and staff • efficiently carrying out care of broodstock, larvae and juveniles • handling and moving broodstock safely • identifying potential improvements • manipulating culture environment, as appropriate • performing routine health care • providing feedback on performance to staff • reporting orally and in writing on hatchery operations to senior personnel • researching options for improvements. **Literacy skills used for**: • labelling containers for shipment • interpreting hatchery production schedule and order requirements • recording information relating to hatchery operations • writing reports to management on hatchery operations.

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REQUIRED SKILLS AND KNOWLEDGE
Numeracy skills used for: • counting quantities of stock • recording and interpreting data relating to water quality.
Required knowledge
• assessing options for mechanisation or automation of process or activity, including the use of specialised contract services • cleaning and disinfection procedures and requirements for adequate disinfection • clinical signs of ovulation and/or imminent spawning • feed and other requirements of breeding stock and progeny • other environmental factors or cues for reproductive behaviour • preparation of broodstock and/or progeny for distribution or transport.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • collect and care for broodstock, breed and raise progeny and prepare them for distribution. • read and interpret work procedures • record relevant data according to workplace procedures. Assessment must confirm knowledge of: • breeding, nutritional, health and environmental requirements of broodstock and progeny.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment and should involve stock typically raised on aquaculture farms and hatcheries in the region.

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EVIDENCE GUIDE	
	Resources may include: • broodstock or seedstock • hatchery and equipment for caring for and raising progeny • monitoring equipment • staff to coordinate in a hatchery environment • reference material (for research).
Method of assessment	The following assessment methods are suggested: • case study analysis • project (work or scenario based) • research assignment • role play • submission of records • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates

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RANGE STATEMENT	
	• for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments. • wild caught, hatchery or nursery reared.
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the

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RANGE STATEMENT	
	protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • control of weeds, pests, predators and diseases, stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling water, and maintaining water quality
PPE may include:	• non-slip and waterproof boots (gumboots) or other safety footwear • protective outdoor clothing for tropical conditions • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms or overalls • waterproof clothing (e.g. wet weather gear and waders).
Quality may include:	• disease history • health and activity status • number, density, weight and volume

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RANGE STATEMENT	
	• physical appearance, colour and appendages/fins • previous reproductive performance • sex • size • spawning condition and maturation index • wild caught or cultured stock.
Broodstock activities may include:	• acclimatisation • cleaning or disinfection of culture or holding equipment • condition or maturation activities • holding or recovery • monitoring or treating health • quarantine • spawning induction • staging or assessing maturation and cannulation.
Spawning induction treatment may include:	• chemical • environmental, temperature, light, lunar cycle and atmospheric pressure • hormonal • special feed requirements.
Water quality requirements of broodstock may include:	• absence/presence of chemicals • dissolved oxygen • hardness • light • pH • salinity • temperature • water flow and pressure/depth.
Quality assessment may include:	• behaviour and activity • colour and shape • density • health, disease and/or prophylactic treatment history • number • uniformity.
Progeny may include:	• amphibian eggs, larvae or juveniles • aquatic plants or micro-algal cells, buds, seedlings and sporophytes

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RANGE STATEMENT	
	• cell cultures • crustacean post-larvae or juveniles • finfish eyed eggs, fingerlings, fry, smolts or juveniles • molluscan larvae, seed, spat or juveniles • polyp colonies • reptile eggs, hatchlings or juveniles.
Post-hatch rearing procedures:	• changing or treating water • counting density • culling of dead or non-viable individuals • feeding or nutriment addition • grading or sorting, and culling • maintaining culture or holding environment within accepted parameters • sampling • taking visual observations • transferring to clean or larger culture structure • treating by medication or prophylaxis • waste collection and disposal • weighing and measuring.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFIAQUA315A Oversee emergency procedures for on-land operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves using contingency plans to deal with on-land emergencies, implementing emergency procedures and undertaking loss minimisation activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application to all on-land aquaculture facilities. At sea emergencies are covered by TDMMF5407A Observe safety and emergency procedures on a coastal vessel. Skills to coordinate staff are covered by RTE3704A Coordinate worksite activities. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Organise for emergencies	1.1. All on-land ***hazards and emergencies*** to enterprise products, personnel and assets, natural resources and environment are identified and confirmed with senior personnel. 1.2. ***Contingency plans and loss minimisation strategies*** are noted and allocations of labour and financial resources are confirmed with senior personnel. 1.3. Staff are briefed on arrangements. 1.4. Liaison with ***appropriate authorities and emergency agencies*** is undertaken as directed by senior personnel. 1.5. Emergency equipment storage is monitored to ensure ready access and maintenance in working condition.
2. Test contingency	2.1. Contingency plans and loss minimisation strategies

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ELEMENT	PERFORMANCE CRITERIA
plans	are tested under simulated emergency conditions or scenarios, performance analysed and recommendations made to senior personnel on improvements.
3. Manage loss minimisation strategies	3.1. Risk is identified and the appropriate emergency procedure is initiated. 3.2. Emergency staff and equipment are mobilised. 3.3. Damage or loss to enterprise products and assets, natural resources and environment is minimised. 3.4. Assessment of duration of risk is confirmed with senior personnel.
4. Clean up, debrief and review emergency procedures	4.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 4.2. Lost product and assets are replaced, and damages repaired quickly and efficiently. 4.3. Relevant emergency data, observations or information are recorded legibly and accurately, and any out of range or unusual records are checked. 4.4. Debrief is undertaken with all staff to assess performance of the emergency procedure, recommendations analysed and enterprise procedures adjusted, as appropriate. 4.5. Staff are given feedback on their work performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating with senior personnel on hazards, risk assessments and procedures • coordinating emergency response and staff • briefing and debriefing of staff on contingency plans and procedures • identifying and assessing risk • liaising and cooperating with external experts and emergency agencies • monitoring, reviewing and evaluating emergency situation • providing feedback to staff

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REQUIRED SKILLS AND KNOWLEDGE
• relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • using emergency equipment • utilising problem-solving skills to deal effectively with risks and hazards identified. **Literacy skills used for**: • recording emergency data, observations and information • researching technical material • writing emergency procedures and contingency plans. **Numeracy skills used for**: • assessing risk and economic impact of hazards, potential emergencies and contingency plans • managing budgets.
Required knowledge
• disaster, emergency and evacuation plans • effective communication techniques • emergency support services, including contact details • hazards that exist in on-land operations • continuous improvement plans • importance of regular training drills and the actions to take on discovering an emergency • location, use and care of emergency equipment • methods to plan emergency drills to test contingency plans or loss minimisation procedures • relevant OHS, environmental and other regulations, codes of practice and emergency procedures • risk identification, analysis and management.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm an ability to: • use or adapt contingency plans and procedures that will minimise losses in the event of an emergency. Assessment must confirm knowledge of: • risk factors likely to impact on enterprise products, personnel and assets, natural resources and environment.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Competence should be across both preparedness and actual or simulated threat or emergency response. Resources may include: • access to suitable venue for simulated situations • access to workplace documentation • case study • cooperation of third parties and others • operational facility.
Method of assessment	The following assessment methods are suggested: • actual preparation for and management of threats and emergencies • project (work or scenario simulation) • simulation exercises using case studies and role-plays.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and

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RANGE STATEMENT	
	equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • control of weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling water, and maintaining water quality
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective outdoor clothing for tropical conditions • respirator or face mask

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RANGE STATEMENT	
	• safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms or overalls • waterproof clothing (e.g. wet weather gear and waders).
Hazards and emergencies may include:	• biological (e.g. pests, predators and diseases) • climatic (e.g. flood, storm, drought and wave action) • computer viruses and malware programs • earthquakes, landslides and other natural disasters • emergencies requiring evacuation • environmental damage or losses • external emergencies (e.g. industrial disputation, traffic accidents impacting on organisation and political events) • fires and explosions • food safety and hygiene/Hazard Analysis Critical Control Point (HACCP) • hazardous substances and chemical spills, pollution or contamination • human (e.g. poaching, vandalism and malicious damage, theft, unintentional mishaps, loss of key staff and professional incompetence) • internal emergencies (e.g. loss of power, gas or water supply and structural failure/collapse) • machinery malfunction or breakdowns • monetary, financial and economic loss/failure • OHS for staff, contractors, visitors and bystanders • property, infrastructure, plant and equipment • quality product failure, contamination or loss • loss of computer data, files and records • security emergencies (e.g. criminal or terrorist activities, disturbed person and bomb scares) • serious injury events • stock, catch, product or asset loss • vehicle accident.
Contingency plans and loss minimisation strategies may	• buildings and structures designed to withstand flood/storm

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RANGE STATEMENT	

include:	• computer analysis and modelling tools
	• disaster or emergency management tools
	• disease, pest or predator treatments or controls
	• emergency drills
	• emergency or backup equipment
	• facility design:
	  • building design and materials
	  • clearings, fences and levees
	  • fire doors and sprinkler systems
	  • monitoring alarms
	  • lights (e.g. security and warning)
	• fire fighting operations
	• insurance
	• modify structures holding stock
	• move or harvest stock and culture or holding structures
	• site location
	• strengths, weaknesses opportunities and threats (SWOT) analysis
	• water levels/parameters in holding structures are modified.

Appropriate authorities and emergency agencies may include:	• ambulance • AQIS • coast guard • Disaster Plan (DISPLAN) personnel • Environmental Protection Authority (EPA) • fire brigade and country fire authority • fisheries inspectors • HAZMAT and chemical use inspectors • Landcare, Waterwatch, Coastcare and catchment management groups • local government • Marine Board • Neighbourhood/Rural Watch • OHS authorities • other government departments (state, territory and federal) • Parks and Wildlife Services • police/marine police • rescue helicopter

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RANGE STATEMENT	
	• State Emergency Services (SES).

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA316A Oversee the control of predators and pests

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves overseeing the monitoring and prevention of predators and pests and selecting the appropriate control measures should infestations or problems occur. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	The unit has application to ***cultured or held stock*** in an aquaculture or holding facility in the seafood industry, or to an aquascape, display or holding tank in the ornamental or pet sector. The unit has application to those workers who have responsibility for a specific area of work or who lead a work group or team. Skills to coordinate staff are covered by RTE3704A Coordinate worksite activities. **Licences may be required for**: • firearms and powerheads • use of chemicals, medications and treatments. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and

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	maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Diagnose ***predator and pest infestations or problems***	1.1. Hazard identification, assessment and risk control procedures for the workplace are implemented and monitored.

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ELEMENT	PERFORMANCE CRITERIA
	1.2. Appropriate PPE is provided, used and maintained. 1.3. Stock are monitored for a range of health problems. 1.4. Where appropriate, injured or unhealthy stock are ***diagnosed*** and checked against specialist advice where doubt exists. 1.5. Professional advice is obtained where the complexity of the problem or the severity of infestation dictates. 1.6. Predator or pest infestations or problems are investigated and stock deaths reported. 1.7. Observations are made which support a systematic and comprehensive analysis of available symptoms. 1.8. Samples are collected for laboratory diagnosis, where necessary, according to laboratory specifications. 1.9. Conclusions drawn from relevant information are based on appropriate evidence and reasoned decisions.
2. Select control measures for the treatment of predators or pests	2.1. ***Predator or pest control methods*** suited to environmental conditions and severity of infestation or problem are selected. 2.2. Preventative measures are selected and implemented, where appropriate, to minimise spread of infestation or problem.
3. Treat affected stock	3.1. Feedback from external analysis of samples is understood. 3.2. Action is taken or medication given according to veterinary guidelines, including obtaining appropriate approval for use of restricted medication. 3.3. Withholding periods of medications are complied with as required. 3.4. Infestations or outbreaks are monitored and progress compared with manufacturer specifications and enterprise industry records. 3.5. Treatment programs are modified, where necessary, and records maintained. 3.6. Senior personnel are notified promptly of significant changes to treatments.
4. Monitor and review post-predator or pest treatment or control activities and operations	4.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 4.2. Relevant predator or pest treatment or control data, observations or information are recorded legibly and

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ELEMENT	PERFORMANCE CRITERIA
	accurately, and any out of range or unusual records are checked. 4.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of predator or pest treatment or control, and recommendations made for improvements. 4.4. Staff are given feedback on their work performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• applying treatments to predators or pests • assessing signs of stress in stock • communicating information about predator and pest control activities to staff • communicating significant changes to treatments to senior personnel • coordinating controls and staff • identifying possible improvements • providing feedback to staff on performance • reviewing predator or pest control programs • reviewing risk of predators or pests problems • reporting orally and in writing on predator and pest control activities and data to senior personnel • selecting control measures for the treatment of predators or pests. **Literacy skills used for**: • filling out regulatory forms • interpreting stock health plans, labels and laboratory reports • labelling samples • recording information on enterprise data sheets • writing reports for management. **Numeracy skills used for**: • analysing the cost-effectiveness of medication/chemical usage

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REQUIRED SKILLS AND KNOWLEDGE
• calculating dose rates for medication/chemicals • estimating infestation severity • weights and volumes.
Required knowledge
• alternate combinations of treatment methodologies • characteristics, signs and symptoms of predators or pest infestations of cultured or held stock • chemical and non-chemical control measures • common types and causes of environmental diseases • ESD principles • importance of good water quality and correct nutrition • life cycles and behaviour of predators or pests • local, regional and state or territory-based priorities for the use of chemicals in the control of infestations • location/availability of expert assistance • normal/abnormal stock behaviour • notifiable diseases and associated regulatory requirements • options for exclusion and scaring methods which do not deliberately harm predators and pests • relevant OHS, food safety and ESD requirements relating to overseeing the control of predators and pests • treatment and control methodologies, stock behaviour characteristics and withholding periods of various common treatment programs.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • organise staff assisting with predator or pest control • select control methods in line with enterprise guidelines

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EVIDENCE GUIDE	
	• respond to outbreaks of pests or attack by predators in such a way as to minimise loss or harm to stock • protect or prevent stock being harmed by predators or pests. Assessment must confirm knowledge of: • characteristics, signs and symptoms of predator attacks or pest infestations on cultured or held stock • life cycles and behaviour of families of predators • life cycles and physiology of families of pests • methods for prevention and control of outbreaks of predators or pests.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment and should reflect the range of controls and preventative measures used on predators or pests typically threatening cultured or held stock in the local area. Resources may include: • culture or holding structures and stock • equipment for controlling or preventing predators or pests from harming stock • treatments or products used in the control of predators or pests • microscopes and dissecting instruments • research reference material • staff to coordinate.
Method of assessment	The following assessment methods are suggested: • case study analysis • project (work or scenario based) • research assignment • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with RTE3704A Coordinate worksite activities, and other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid

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RANGE STATEMENT	
	kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • Hazard Analysis Critical Control Point (HACCP), food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation

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RANGE STATEMENT	
	of food including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • control of weeds, pests, predators and diseases, stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling water, and maintaining water quality
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or

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RANGE STATEMENT	
	other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms or overalls • waterproof clothing (e.g. wet weather gear and waders).
Predator and pest infestations or problems may be:	• airborne, terrestrial or water based • amphibians, teleosts, reptiles, birds, elasmobranches and mammals • competitors (e.g. food, space, shelter and oxygen) • fouling organisms • human (e.g. poachers) • organisms which negatively impact on the production of the cultured or held stock • plants (e.g. weeds), seaweed and micro-algae • starfish, crustaceans, jellyfish, insects and other invertebrates.
Diagnosed may be by:	• dissection of stock • microscope, binocular or stage • visual inspection.
Predator control methods may include:	• airguns and other auditory measures • biological deterrence (e.g. hawks and dogs) • elimination (e.g. firearms and powerheads) or chemical bait or poisoning • human activity • netting, fences and exclusion devices, and barriers (mechanical or electrical) • reduce stress (e.g. provide cover, hides, shelters and habitat) • scare lines and kites • traps, capture and relocation.
Pest control methods may include:	• biological control (e.g. cleaner fish) • chemical barriers (e.g. foot baths)

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RANGE STATEMENT	
	• chemical control • disinfection of equipment • exclusion, trapping and poisoning • filtration and ozonation or water treatment • medication in food • reduce stress (e.g. provide cover, hides, shelters and habitat).

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA317A Oversee the control of diseases

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves overseeing the prevention of diseases in cultured and held stock, including ornamentals, and selecting the appropriate control measures should an outbreak occur. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	The unit has application to ***cultured or held stock*** in an aquaculture or holding facility in the seafood industry, or to an aquascape, display or holding tank in the ornamental or pet sector. The unit applies to those workers who have responsibility for a specific area of work or who lead a work group or team. Skills to coordinate staff are covered by RTE3704A Coordinate worksite activities. **Licences may be required for the** use of chemicals, medications and treatments. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Diagnose ***disease*** outbreaks	1.1. Hazard identification, assessment and risk control procedures for the workplace are implemented and monitored. 1.2. Appropriate PPE is provided, used and maintained. 1.3. Staff assisting with disease control are organised and

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ELEMENT	PERFORMANCE CRITERIA
	briefed on work requirements. 1.4. Stock are monitored for a range of health problems. 1.5. Where appropriate, sick stock are ***diagnosed*** and checked against specialist advice where doubt exists. 1.6. Professional advice is obtained where the complexity of or the severity of outbreak dictates. 1.7. Disease outbreaks are investigated and stock deaths reported. 1.8. Observations are made which support a systematic and comprehensive analysis of available symptoms. 1.9. Samples are collected for laboratory diagnosis, where necessary, according to laboratory specifications. 1.10. Conclusions drawn from relevant information are based on appropriate evidence and reasoned decisions.
2. Select ***prevention and control methods*** for diseases	2.1. Disease control methods appropriate to environmental conditions and severity of outbreak are selected. 2.2. Preventative methods are selected and implemented to contain the identified outbreak.
3. Treat ill health in stock	3.1. Feedback from external analysis of samples is understood. 3.2. Action is taken or treatment given according to veterinary guidelines, including obtaining appropriate approval for use of restricted medication. 3.3. Withholding periods of medications are complied with as required. 3.4. Infestations/infections are monitored and progress compared with manufacturer specifications and enterprise industry records. 3.5. Treatment programs are modified, where necessary, and records maintained. 3.6. Senior personnel are notified promptly of significant changes to treatments.
4. Monitor and review post-disease treatment or control activities and operations	4.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 4.2. Relevant disease treatment or control data, observations or information are recorded legibly and accurately, and any out of range or unusual records are checked.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of disease treatment or control, and recommendations made for improvements. 4.4. Staff are given feedback on their work performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

- applying treatments to diseases
- assessing signs of stress in stock
- communicating information about disease control activities to staff
- communicating significant changes to treatments to senior personnel
- coordinating staff carrying out disease control activities
- diagnosing disease infestations or outbreaks
- identifying potential improvements
- providing feedback to staff on performance
- reviewing disease control programs
- reviewing risk disease problems
- selecting control measures for the treatment of diseases.

Literacy skills used for:

- filling out regulatory forms
- labelling samples
- interpreting stock health plans, labels and laboratory reports
- recording information on enterprise data sheets
- writing reports for management.

Numeracy skills used for:

- analysing the cost-effectiveness of medication/chemical usage
- estimating infestation severity
- calculating dose rates for medication/chemicals
- weights and volumes.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• alternate combinations of treatment methodologies • characteristics, signs and symptoms of disease infestations of cultured or held stock • chemical and non-chemical control measures • common types and causes of environmental diseases • ESD principles • importance of good water quality and correct nutrition • life cycles and physiology of disease organisms • local, regional and state or territory-based priorities for the use of chemicals in the control of infestations or outbreaks • location/availability of expert assistance • normal/abnormal stock behaviour • notifiable diseases and associated regulatory requirements • relevant OHS, food safety and ESD requirements relating to overseeing the control of diseases • treatment and control methodologies, stock behaviour characteristics and withholding periods of various common treatment programs.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • organise staff assisting with disease control • select control methods in line with enterprise guidelines • to protect or prevent stock being harmed by diseases • respond to outbreaks of diseases in such a way as to minimise loss or harm to stock. Assessment must confirm knowledge of:

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EVIDENCE GUIDE	
	• characteristics, signs and symptoms of disease outbreaks of cultured or held stock • life cycles and physiology of disease organisms • types of environmental diseases • methods for prevention and control of outbreaks of diseases.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment and should reflect the range of controls and preventative measures used on diseases typically threatening cultured or held stock in the local area. Resources may include: • culture or holding structures and stock • equipment for controlling diseases • medications, chemicals or products used in the treatment of diseases • microscopes and dissecting instruments • research reference material • staff to supervise.
Method of assessment	The following assessment methods are suggested: • case study analysis • project (work or scenario based) • research assignment • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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

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RANGE STATEMENT	
regional contexts) may also be included.	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • OHS hazard identification, risk assessment and control.
OHS standards may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace,

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RANGE STATEMENT	
	maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • Hazard Analysis Critical Control Point (HACCP), food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New

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RANGE STATEMENT	
	Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • control of weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling water, and maintaining water quality
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective outdoor clothing for tropical conditions

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RANGE STATEMENT	
	• respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms or overalls • waterproof clothing (e.g. wet weather gear and waders).
Diseases may include:	• causes of impairment of health or a condition resulting in abnormal functioning of the cultured or held stock • environmental causes, such as poor water quality or contaminants (chemicals) • nutritional (e.g. feed contaminants, quality and quantity) • viruses, protozoans, bacteria, fungi, worms, parasites and toxins of biological origin (e.g. toxic algae).
Diagnosed may include:	• dissection of stock • microscope, binocular or stage • visual inspection.

Prevention and control methods may include:	• appropriate nutritional program, additional vitamins
	• biological control (e.g. cleaner fish)
	• chemical barriers (e.g.foot baths)
	• deprivation or purging
	• disinfection of equipment
	• filtration, ozonation or water treatment
	• freshwater, saltwater or chemical baths
	• medication in food
	• probiotics and other chemicals (e.g. pesticides, herbicides and algaecides)
	• prophylactic treatments of probiotics
	• reducing stress (e.g. providing cover, hides, shelters and habitat)
	• replacing susceptible species/variety with resistant species/variety
	• vaccination or inoculation:
	  • medicated feeds
	  • syringes, drippers and other application equipment
	• water quality optimisation.

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Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA318A Coordinate feed activities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves overseeing feeding activities and using data analysis and observations to optimise the uptake of feed. It covers interpreting instructions, selecting equipment, and data entry and analysis. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	The unit applies to feeding cultured or held stock in culture or holding facilities where stock are nurtured with formulated feed or formulated feed in conjunction with naturally occurring feed. The unit has application to personnel who have responsibility for a specific area of work or who lead a work group or team. Skills to coordinate staff are covered by RTE3704A Coordinate worksite activities. The unit does not cover the production of micro-algae and live-feeds, nor is it applicable to stock that rely on only naturally-occurring feeds. Licences may be required for: • forklifts • motorbikes • vehicles • vessels. All enterprise or workplace procedures and activities are

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	carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills	

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and organise feed for ***cultured or held stock***	1.1. ***Feeding schedule*** is read or heard and confirmed with senior personnel. 1.2. ***Feed types***, quantities and sizes are checked against feeding schedule. 1.3. ***Basic quality of feed*** is checked and, if instructed, samples taken and sent to external laboratory for ***advanced quality analyses***. 1.4. ***Feeding equipment*** is selected and checked for availability and serviceability. 1.5. Staff are briefed on feeding schedule and their responsibilities.
2. Coordinate feeding	2.1. Feeding equipment is positioned, calibrated and operated to maximise efficiency. 2.2. ***Conditions affecting feeding activity and operations*** are documented. 2.3. Feeding operations are stopped once feeding requirements of stock are fulfilled. 2.4. Feeding operation is monitored to ensure feeding schedule is being followed.
3. Optimise feed uptake	3.1. ***Advanced observations*** and ***required samplings*** are undertaken and factors that can be varied to improve feed uptake identified. 3.2. Effectiveness of feeding activities is monitored and steps taken to improve feed update and reduce wastage. 3.3. Feeding schedule is altered to compensate for factors limiting feed uptake.
4. Finalise and review feeding operations	4.1. Work areas are cleaned, ***maintenance and repair checks*** undertaken and feeding equipment stored. 4.2. Feed is stored in a manner that minimises degradation or contamination. 4.3. ***Relevant feeding data***, ***observations or information*** are recorded legibly and accurately, and any out of range or unusual records are checked and non-compliances reported to senior personnel. 4.4. Options for improving efficiency through mechanisation or automation of process or activity,

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ELEMENT	PERFORMANCE CRITERIA
	and use of specialised contract staff are researched and presented to senior personnel as potential improvements. 4.5. Staff are given feedback on their work performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• altering feeding schedule to compensate for factors or conditions influencing feed uptake • briefing personnel on food schedule implementation • communicating with senior personnel on feeding schedule and optimisation of feed uptake • coordinating feeding activities and staff • identifying potential improvements • maintaining and undertaking minor repairs on feeding equipment • observing effects of environmental conditions on feeding • operating advanced feeding equipment • providing staff with feedback on performance • recognising abnormal stock behaviour • researching options for improvement. **Literacy skills used for**: • interpreting and altering feeding schedules • reading and interpreting labels on food packaging • recording feeding information on feed record sheets. **Numeracy skills used for**: • calculating formulae using ratios, metric units and percentages • estimating, calculating, measuring and weighing feeds.
Required knowledge
• advanced stock behaviour and dietary requirements under given or changing

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REQUIRED SKILLS AND KNOWLEDGE
conditions • effects of feeding on stock • effects of food wastage on environment and economics of enterprise • equipment calibration and operating methods • feed handling and preparation requirements of enterprise • feeding equipment maintenance and repairs • safety considerations and hazards associated with feeding equipment options and limitations • specialised machinery components, functions and controls.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • coordinate staff responsible for feeding stock • maximise the uptake of feed by stock through an effective feeding schedule and strategies that compensate for identified conditions which inhibit or limit feed uptake. Assessment must confirm knowledge of: • factors and conditions that inhibit or limit feed uptake • feeding requirements of identified stock, stock types and age groups • feed types.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Assessment should cover the range of stock and factors and conditions that inhibit or limit the uptake of feed typical of the region.

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EVIDENCE GUIDE	
	Resources may include: • feeding equipment and feed • on-site scenario or case study • research reference material • staff carrying out feeding that can be coordinated • stock to be fed.
Method of assessment	The following assessment methods are suggested: • case study analysis • demonstration • project (work or scenario based) • research assignment • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with RTE3704A Coordinate worksite activities, and other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export

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RANGE STATEMENT	
	Control (Fish) orders • health and welfare of aquatic animals • maritime operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and

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RANGE STATEMENT	
	sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • appropriate disposal of waste feeds • control of effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses)

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RANGE STATEMENT	
	• uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Cultured or held stock may be:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.

Feeding schedule may include:	• any specific requirements for:
	  • feeding trays or other receptacles
	  • impact of culture system design on feeding and water flow
	  • local conditions which can affect feed supply availability or uptake
	  • maximisation of uptake of naturally occurring organisms or fertilised 'green water'
	  • observations to be made
	  • preparation (e.g. quantity, washing, sieving, enrichment, and addition of antibiotics or other therapeutics)
	  • special care or feeding techniques
	  • the stocking density or numbers of stock
	• feed types and location of stores
	• feeding method (e.g. natural, hand, demand and mechanised)
	• frequency (e.g. times per day, per hour)
	• location of stock, stock types and age groups to be fed

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RANGE STATEMENT	
	• period over which feeding is to be carried out • quantities (e.g. weight and volume) • time at which feeding is to be carried out.

Feed types may include:	• brand or batch
	• formulated feeds:
	  • emulsions
	  • flakes
	  • micro-particles
	  • pellets
	  • powders
	• live cultures:
	  • brine shrimp
	  • copepods
	  • micro-algae
	  • rotifers
	• naturally occurring organisms, such as fertilised 'green water'
	• nematodes
	• polychaetes
	• seaweed
	• sinking or floating
	• size and shape
	• zooplankton.

Basic quality of feed may include:	• dust and physical contaminant-free • free of insect, rodent or moisture damage • mould-free • non-rancid • within labelled use-by period.
Advanced quality analysis may include:	• absence of biotoxins • absence of chemical contaminants • proximate analysis • rancidity of meals and ingredients • Vitamin C or other ingredient deficiencies.

Feeding equipment may include:	• hands, buckets, bags, scoops and shovels
	• feed hoppers, buckets or bags
	• mechanised or electronic:
	  • air blower or water cannon
	  • automatic or demand feeders (e.g. clock, belt, demand and spinner)

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RANGE STATEMENT	
	• CCTV for in-water observations • floating silo or other centralised feeding stations • smart feeders (computerised feedback) • motorised or hydraulic lifting equipment, such as forklift, Hiab or other cranes • transport equipment: • motorbikes • vehicles or tractors • vessels.
Conditions affecting feeding activity and operations may include:	• algal blooms • feed additives and attractants • moult or breeding cycle • presence and activity of predators • presence of natural foods • quality of feeds • rainfall • size of individuals • stock density and biomass • stock health • strong winds and rough water • temperature • tides or water flow • time of day and light conditions • water quality, particularly dissolved oxygen.
Advanced observations may include:	• condition and calibration of feeding equipment • health and condition of stock (e.g. prawns in feed tray, fullness of gut, discolouration and loss of appendages) • percentage of feed lost or wasted • remaining diet or uneaten food • specific feeding behaviour • spread/distribution of feed.
Required samplings may include:	• culture organism size, weight and general appearance/condition • density, types and sizes of natural foods • food particles or pellets • water quality (particularly oxygen).
Maintenance and repair checks	• basic repairs, such as replacing cotter pins • cleaning feed residues from hoppers, pipes and

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RANGE STATEMENT	
may include:	lines • lubrication and cleaning of moving parts • removal of fouling or other debris • repair of bins, baskets, scoops and other plastic or fibreglass products.
Relevant feeding data, observations or information :	• amount of feed provided • amount of feed required • basic feed quality • daily consumption • general stock condition • number of feeds undertaken • percentage in feed trays at end • percentage in feed trays at start • time between feedings • time of feed • type, batch and size of feed.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA401C Develop and implement a stock health program

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves developing and implementing a stock health program and work procedures for others involved in maintaining the health of stock. It includes protecting filter feeding stock from contamination. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	The unit has application to cultured or held stock in an aquaculture, seafood holding or ornamental facility. The unit applies to personnel who have planning responsibilities and supervise the work of others. Skills in supervising and assessing the performance of staff are covered by AHCWRK403A Supervise work routines and staff performance. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop health program for ***cultured or held stock***	1.1. Stock health management plan and stock production plan are read and strategies and objectives confirmed with relevant senior personnel. 1.2. Locally prevalent ***health problems*** are identified. 1.3. Potential ***exotic pests***, ***predators and diseases***, especially those with significant economic impact and/or that are ***notifiable***, are identified. 1.4. Husbandry practices which prevent and control

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ELEMENT	PERFORMANCE CRITERIA
	health problems are identified according to current industry practices. 1.5. Control measures which aim to prevent the introduction of pests, predators and diseases to the facility are selected. 1.6. ***Control measures*** that protect ***filter feeding stock*** from ***contamination*** or other stock from pests, predators or disease are selected. 1.7. ***Routines for health treatment*** of stock are developed according to sound veterinary principles. 1.8. A yearly calendar of health management operations is developed according to overall stock production program and stock health management plans. 1.9. Options for mechanisation or automation of process or activity are assessed, including the use of specialised contract services, and recommendations made to senior personnel.
2. Implement a stock health program	2.1. Stock health program is communicated clearly to all involved and roles and responsibilities established. 2.2. Work procedures that ensure personal safety and environmental protection are established for the use of ***therapeutic*** chemicals and biological agents and communicated to staff. 2.3. Stock health program is monitored for effectiveness and modified, where appropriate. 2.4. Legal requirements and regulations are met.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating details of the stock health program so personnel understand their roles and responsibilities • assessing options for mechanisation or automation of process or activity, including the use of specialised contract services • diagnosing health problems in cultured or held stock

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REQUIRED SKILLS AND KNOWLEDGE
• planning, organising and implementing annual health program • providing feedback to staff on their performance in relation to stock health program • researching and analysing options for safe and effective husbandry practices, controls and treatments, and options for improving efficiency, such as use of mechanised or automated equipment and contract services • safely operating required tools and equipment according to OHS requirements. **Literacy skills used for**: • developing and recording a daily routine for health control and disease prevention • developing and recording a yearly calendar of events to implement stock health • interpreting the stock production plan and stock health management plan • monitoring developments in stock health by accessing written and electronic media • passing on instructions and work procedures to staff. **Numeracy skills used for**: • calculating medication and chemical requirements • confirming appropriateness of dose rates calculated by supervisors or other junior staff.
Required knowledge
• characteristics of healthy cultured or held stock • ecology and behaviour of pests and predators, and disease agents or species • legislation and regulations relating to animal and plant health care, uses of chemicals and food safety issues • legislation and regulations relating to shellfish sanitation and depuration program • purpose of stock health programs • relevant OHS legislation, regulations and codes of practice • work procedures used for disease control and prevention in cultured or held stock • vulnerability of cultured or held stock to pests, predators and diseases • welfare requirements of cultured or held stock.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • choose between treatment or prevention options taking into account economic, regulatory, environmental and OHS factors • develop and use work procedures covering all aspects of stock health • monitor effectiveness of stock health activities, including performance of staff. Assessment must confirm knowledge of: • costs of chemicals and other disease treatment or control methods • interaction between stock, the environment and disease agents in the development and treatment or control of disease • regulations relating to use of chemicals and other disease treatments or control methods.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • functional aquaculture, seafood holding or ornamental facility • work procedures.
Method of assessment	The following assessment methods are suggested: • workplace project with a range of evidence, including workplace records, work procedures, staff duty statements, health management calendar, minutes of meetings, journal or diary, annotated photographs, and third-party reports and supporting documents, such as annotated research notes and comparative budgets.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions, and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for

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	Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• maritime and occupational diving operations:
	  • foreign and Australian legislation applying to quarantine and customs
	  • International Convention for the Safety of Life at Sea (SOLAS)
	  • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978)
	  • Marine Emergency Response Search and Rescue (MERSAR)
	  • National Standards for Commercial Vessels
	  • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78)
	  • Uniform Shipping Laws (USL) Code
	  • use of vessels, right of way and other marine orders, bunkering and refuelling
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment
	  • soil and water management
	  • use of chemicals and biological agents
	  • use of firearms and powerheads
	  • use of utilities, including water, natural gas, electricity and sewage
	  • water or land lease, tenure or ownership and use
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard

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RANGE STATEMENT	
	and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification, such as Australian Grown and ISO 14001:2004 Environmental management systems.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products

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RANGE STATEMENT	
	• HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies, and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource

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RANGE STATEMENT	
	efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

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Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Health problems may include:	• pests and competitors • predators • diseases - infectious and non-infectious (environmental) • parasites and other pathogens • toxic algae • chemicals or other contaminants.

Exotic pests, ***predators and diseases*** may include:	• any pest, predator or disease agents not present in the region that may have a severe economic impact on the aquaculture, seafood holding or ornamental enterprise or regional industry sector
	• pests:
	  • any organisms which negatively impact on the production of the cultured or held stock
	  • competitors (e.g. food, space, shelter and oxygen).

Notifiable refers to:	• state/territory and federal regulations or cooperative disease control programs.
Control measures (relevant to filter feeding stock) may include:	• capture and relocation • deterrence (e.g. cultural, biological or environmental) • elimination (e.g. shooting or chemical poisoning)

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RANGE STATEMENT	
	• exclusion (e.g. physical barriers) • others, as appropriate.

Filter feeding stock may include:	• bivalves:
	  • clams
	  • giant clams
	  • mussels
	  • oysters
	  • pearl oysters
	  • scallops
	• larval stages of cultured or held stock
	• live-feeds, such as *Artemia*, Rotifers, *Daphnia*
	• 'living rock', corals and other invertebrates
	• sponges
	• tunicates.

Contamination may include:	• chemicals and pollutants • E. coli, other faecal coliforms and other bacteria • toxic algae • viruses.
Routines for health treatment may include:	• bathing or dipping • disinfectants (e.g. foot baths and tanks) • environmental manipulation (e.g. salinity and shade) • fallowing of ponds and net sites • filters, ultraviolet (UV) and ozone • oral treatments (in feeds) • removal of troublesome organisms • selection of resistant phase or species • sprays or water treatments • vaccinations or injections.
Therapeutic may include:	• non-registered agents/chemicals • registered agents/chemicals • veterinary advice • withholding periods for chemicals and medicines.

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Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA402C Coordinate construction or installation of stock culture, holding and farm structures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves coordinating construction or installation of stock culture or holding systems, including water supply and disposal systems, and farm structures. It also involves establishing maintenance and repair schedules, and procedures and protocols for their implementation. The construction techniques required may vary with the type of structure. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	The unit has application to aquaculture, seafood holding or ornamental facilities. Some construction and/or installation activities will require the employment or engagement of qualified tradespersons or the attainment of appropriate licences to meet state or territory and local government requirements. Skills in supervising staff are covered by AHCWRK403A Supervise work routines and staff performance. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for construction or installation of structures	1.1. ***Design specifications*** for ***culture or holding structure and systems***, including water supply and disposal systems, ***prefabricated buildings*** and ***farm structures*** are confirmed with senior personnel. 1.2. Construction work plan is drawn up, activities scheduled, materials ordered, labour arranged, and

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ELEMENT	PERFORMANCE CRITERIA
	contractors or tradespeople and construction equipment booked according to specifications and in consultation with senior personnel. 1.3. Raw and prefabricated materials are checked against delivery manifest or specifications. 1.4. Site is prepared according to specifications and secured, if necessary, for safety or loss prevention. 1.5. Staff are fully briefed on work objectives and procedures, including OHS relevant to the site, equipment being used and the type of construction or installation.
2. Coordinate construction or installation	2.1. Construction or installation progress is monitored against the construction work plan and design specifications. 2.2. Materials, equipment and labour, including contractors or tradespeople, are confirmed as available, when required. 2.3. Potential problems are anticipated and avoided or minimised through forward planning and contingency planning. 2.4. Staff are given feedback on work progress and performance on a regular basis. 2.5. Regular reports are given to management on project progress, costs and any problems arising from construction or installation project. 2.6. Checking and commissioning are undertaken to ensure that the finished product fits design specification and is effective or operable.
3. Prepare maintenance and repairs schedule, procedures and protocols	3.1. ***Maintenance and repair schedules*** are prepared and documented taking into account other facility plans. 3.2. Procedures are established and documented for maintenance work and repair tasks identified in the maintenance and repair schedule. 3.3. Hand and power tools and spare parts required for maintenance and repair tasks are available or purchase or hire is arranged. 3.4. Protocols for hiring tradespeople, internal reporting and communications are established and documented. 3.5. Supervisors and management are briefed on schedule, protocols and work procedures that have been established and documented, including

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ELEMENT	PERFORMANCE CRITERIA
	continuous improvement processes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• briefing staff on work objectives, work procedures and OHS requirements • communicating with senior personnel on design specifications, labour and resource requirements, use of contractors and work schedule • coordination of the construction or installation of stock culture or holding structures, including water supply and disposal systems, if applicable, and farm structures • establishing and documenting protocols and procedures related to maintenance and repair of stock culture, holding and farm structures • providing feedback to staff on performance and work progress • reporting regularly orally and in writing on construction progress, problems and budget to management • setting out and building prefabricated buildings and/or structures. **Literacy skills used for**: • documenting schedules, protocols and work procedures • reading and analysing plans and agreements • reading and writing reports. **Numeracy skills used for**: • estimating, measuring and doing calculations, such as measurements of length, time, area, volume and flow rates • monitoring project costs • monitoring quantities of material or supplies against specified requirements and on-site usage patterns.
Required knowledge
• assembling techniques for culture, holding and farm structures • building regulations

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REQUIRED SKILLS AND KNOWLEDGE
• basic surveying techniques in culture, holding and farm structure construction • characteristics and general principles of construction of plumbing and fittings • design principles and components of specific water supply and disposal systems of stock culture, holding and farm structures • facility OHS procedures, including PPE • general principles of structural design • maintenance requirements for specific culture, holding and farm structures, water supply and disposal systems or structures and the components within them • manufacturer guidelines for installation and maintenance of equipment or systems • operating principles of specific types of pumps and treatment structures • purpose and application of buildings and structures in production processes.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • interpret design plans and specifications, and coordinate the construction of a structure or system • establish a maintenance and repair schedule for stock culture, holding and farm structures or systems • establish protocols and procedures for carrying out maintenance and repair tasks. Assessment must confirm knowledge of: • process steps for the construction and installation of stock culture, holding and farm structures or systems • maintenance and repairs required and the skills needed to effectively carry them out.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment, using at least one (1) farm structure and one (1) stock culture or holding structure,

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EVIDENCE GUIDE	
	including, if relevant, the water supply and disposal system. Resources may include: • design specifications for structures, including water supply and disposal system, to be constructed or installed • staff involved in the construction of stock culture or holding structure, including water supply and disposal systems, if applicable, and farm structures, to supervise.
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices: • commercial law, including fair trading and trade practices • consumer law • corporate law, including registration, licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment

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RANGE STATEMENT	
	• industrial relations and awards, individual employment contracts and share of catch agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions, and other compliance requirements, including: • Australian Exclusive Economic Zone • international treaties and agreements • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • Indigenous native title, land claims and cultural activities, including fishing by traditional methods • maritime and occupational diving operations: • foreign and Australian legislation applying to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code

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RANGE STATEMENT	
	• use of vessels, right of way and other marine orders, bunkering and refuelling • land, buildings and vehicles: • buildings and structures design and appearance, constructions and additions • poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques,

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RANGE STATEMENT	
	including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna

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RANGE STATEMENT	
	(CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Design specifications may include:	• construction materials • construction method • equipment and resources • location • number • plan or design, colour and appearance • schedule of licensed labour required

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RANGE STATEMENT	
	• security factors • size.
Culture or holding structure and systems may include:	• blowers, aerators, paddlewheels and aspirators • greenhouses, hothouses and igloos • pest, predator and disease control structures • water supply and disposal or effluent systems, including pumps, pipes, canals, channels, settlement ponds and storage dams • cages, pontoons, enclosures and pens, including associated moorings, anchors and markers • dams, ponds and pools • display tanks, aquaria and aquascapes • grow out facilities, hatcheries and nurseries • harvesting swimways, canals or channels • live holding tanks, bins, cages and pens • longlines, posts, racks and rails, rafts, fences, socks, trays, sticks, baskets, modules, barrels, bags and panels • open, flow-through, closed and semi-closed systems • purging or depurating systems • tanks, raceways and recirculating systems.
Pre-fabricated buildings may include:	• cool rooms and freezers • glasshouses • shade houses, poly-tunnels, igloos and their fixtures • sheds and stores • water tanks.
Farm structures may include:	• equipment storage • fences and gates • jetties • moorings • overhead gantry systems • ramps • security systems and equipment • shelters and shade cloth • soil conservation works • tank, pump and blower stands • tracks, roads and pathways • waste holding disposal structures

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RANGE STATEMENT	
	• water supply and effluent systems and pipes.
Maintenance and repair schedules may include:	• farm structures • materials and tools • stock culture structures • water supply and disposal system • work team, including staff skills.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA404C Operate hatchery

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves managing the hatchery production of stock. It covers organising and supervising staff, conveying information, selecting equipment and method of operation, and monitoring and reviewing operations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	The unit has application to hatchery production for aquaculture and ornamental sectors. The unit applies to personnel who have hatchery technical responsibilities and supervise the work of others. Skills in supervising and assessing the performance of staff are covered by AHCWRK403A Supervise work routines and staff performance. The practical aspects of breeding and caring for progeny are covered in SFIAQUA314A Support hatchery operations. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Select, condition and spawn broodstock	1.1. Breeding objectives, selection aims and strategies are confirmed with management. 1.2. Hatchery production schedule, labour and resource requirements and risk minimisation procedures are confirmed with production personnel. 1.3. Selection of broodstock ensures ***quality***

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ELEMENT	PERFORMANCE CRITERIA
	requirements are met. 1.4. Broodstock conditioning, spawning and recovery process are ***managed***. 1.5. Broodstock to be spawned again at a later date are identified and moved to holding tanks or areas.
2. Select or cull progeny	2.1. ***Progeny*** husbandry is managed to ensure high survival and growth or other selection criteria. 2.2. Quality assessment of progeny is regularly undertaken and inferior progeny culled or removed. 2.3. Progeny health is monitored and any parasite and/or disease outbreaks quickly controlled with samples being sent to relevant authorities, where required. 2.4. Effects of feed and health treatments on progeny are monitored and actions taken to avoid or minimise health problems and negative effects on product quality. 2.5. Progeny growth/development is monitored using an appropriate performance recording system and harvesting is undertaken to meet marketing goals. 2.6. Breeding records are maintained according to industry standards and breeding program requirements.
3. Monitor, review and improve hatchery performance	3.1. The progress of hatchery production plan is reviewed regularly with management. 3.2. Physical and financial records are maintained for analysis and evaluation of hatchery performance. 3.3. Information on innovations is obtained and assessed to determine relevance and possible application. 3.4. Relevant innovations are tested to determine suitability and adaptability to individual circumstances, their benefit/cost assessed, and outcomes reported to the management team. 3.5. Changes or improvements to breeding objectives, selection aims and strategies are regularly discussed with management team.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating with production personnel on all aspects of hatchery production • assessing options for mechanisation or automation of process or activity, including the use of specialised contract services • contributing to enterprise strategy and planning meetings • efficiently carrying out care of broodstock, larvae and juveniles • handling and moving broodstock safely • manipulating culture environment, as appropriate • performing routine health care • supervising staff. **Literacy skills used for**: • reading production plans and order requirements • researching and assessing information on innovations • recording information relating to hatchery operations • labelling containers for shipment • writing reports to management on hatchery operations. **Numeracy skills used for**: • counting quantities of stock • maintaining and analysis of financial records • recording and interpreting data relating to water quality.
Required knowledge
• cleaning and disinfection procedures and requirements for adequate disinfection • clinical signs of ovulation and/or imminent spawning • feed and other requirements of breeding stock and progeny • other environmental factors or cues for reproductive behaviour • preparation of broodstock and/or progeny for distribution.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • collect and care for broodstock • breed and raise the progeny and prepare them for distribution • read and interpret work procedures • record relevant data according to workplace procedures. Assessment must confirm knowledge of: • breeding, nutritional, health and environmental requirements of broodstock and progeny.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment and should involve stock typically raised on aquaculture farms and hatcheries in the region. Resources may include: • broodstock or seedstock • hatchery and equipment for caring for and raising progeny • monitoring equipment • staff to supervise in a hatchery environment • reference material for research purposes.
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • case study analysis • research assignment • submission of records • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with AHCWRK403A Supervise work routines and staff performance, and other units within a qualification.

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Range Statement

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Relevant government regulations*, *licensing and other compliance requirements may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions, and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and

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RANGE STATEMENT	

	importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• maritime and occupational diving operations:
	  • foreign and Australian legislation applying to quarantine and customs
	  • International Convention for the Safety of Life at Sea (SOLAS)
	  • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978)
	  • Marine Emergency Response Search and Rescue (MERSAR)
	  • National Standards for Commercial Vessels
	  • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78)
	  • Uniform Shipping Laws (USL) Code
	  • use of vessels, right of way and other marine orders, bunkering and refuelling
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment
	  • soil and water management
	  • use of chemicals and biological agents
	  • use of firearms and powerheads
	  • use of utilities, including water, natural gas, electricity and sewage
	  • water or land lease, tenure or ownership and use
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard

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RANGE STATEMENT	
	and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health

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RANGE STATEMENT	
	certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or

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RANGE STATEMENT	
	other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Quality requirements may include:	• disease history • health and activity status • number, density, weight and volume • physical appearance, colour and appendages/fins • previous reproductive performance • sex • size • spawning condition and maturation index • wild caught or cultured stock.

Managed may include:	• acclimatisation
	• cleaning or disinfection of culture equipment
	• condition or maturation activities
	• holding
	• monitoring or treating health
	• quarantine
	• spawning induction:
	  • chemical
	  • environmental, temperature, light, lunar cycle and atmospheric pressure
	  • hormonal
	  • special feed requirements
	• staging or assessing maturation and cannulation.

Progeny may include:	• amphibian eggs, larvae or juveniles • aquatic plants or micro-algal cells, buds,

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	seedlings and sporophytes • cell cultures • crustacean post-larvae or juveniles • finfish eyed eggs, fingerlings, fry, smolts or juveniles • molluscan larvae, seed, spat or juveniles • polyp colonies • reptile eggs, hatchlings or juveniles.
Quality assessment (of spawn) may include:	• behaviour and activity • colour and shape • density • health, disease and/or prophylactic treatment history • number • uniformity.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA406C Seed and harvest round pearls

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves seeding of round pearls, caring of stock and subsequent harvesting of round pearls from a range of molluscs, particularly pearl oysters, freshwater mussels, abalone and conch. It covers interpreting instructions, selecting equipment and method of operation, data entry and analysis, supervising staff and conveying of information. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to the pearling industry where the seeding and harvesting of round pearls is regarded as a specialised technical skill. Personnel who carry out this work may also supervise the work of others. The removal of the molluscs from the sea can be performed by divers. Skills in supervising and assessing the performance of staff are covered by AHCWRK403A Supervise work routines and staff performance. **Licences may be required if**: • diving • operating vessels. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and

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	calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**

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ELEMENT	PERFORMANCE CRITERIA
1. Plan for round pearl ***seeding***	1.1. ***Seeding schedule*** is read and confirmed with senior personnel. 1.2. ***Labour*** and ***resource requirements*** for handling are determined and arranged. 1.3. Factors which could place the health of stock at risk during seeding are identified and plans made to minimise risk. 1.4. Operational guidelines to achieve desired handling objectives are planned and communicated effectively to staff.
2. Organise for round pearl seeding	2.1. Equipment is collected and checked for serviceability. 2.2. Repairs and calibrations are made to sub-standard equipment according to manufacturer instructions. 2.3. Transport and holding arrangements are confirmed with contractors or internal staff as appropriate.
3. Carry out round pearl seeding	3.1. Equipment, tools and nuclei are positioned and operated. 3.2. Stock to be seeded are identified and retrieved as directed, and prepared with minimal stress and least risk of injury. 3.3. Stock behaviour is anticipated and controlled. 3.4. Pieces of mantle are prepared from sacrificial oyster. 3.5. Stock are seeded with round pearl in a reasonable time and according to instructions. 3.6. Stock are restocked in their intended culture structure in a reasonable time and allowed to recover and undergo a turning process.
4. Monitor round pearl growth and production and undertake harvesting	4.1. Stock are X-rayed for nuclei retention and returned to culture structure in a reasonable time. 4.2. Full pearls are removed from stock and stock re-seeded, if appropriate, before being returned to culture structure in a reasonable time. 4.3. Seeding activities are supervised and monitored to ensure consistency with harvest schedule and operation guidelines. 4.4. Work practices are monitored to ensure minimal stock stress and damage.
5. Review round pearl production	5.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared.

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ELEMENT	PERFORMANCE CRITERIA
	5.2. Relevant round pearl production data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 5.3. Compliance and other required reports prepared and conveyed to senior personnel advising of the effectiveness of round pearl production, and recommendations made for improvements. 5.4. Staff are given feedback on their work performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating details of the stock handling operation so staff understand their roles and responsibilities • communicating with senior personnel on seeding schedule, and labour and resource arrangements • handling stock • identifying opportunities for improvement • maintaining and repairing advanced handling and monitoring equipment • operating advanced handling and monitoring equipment • operating radiography equipment • organising and coordinating labour, transport and holding facilities • providing feedback to staff on their performance in relation to stock handling, seeding and harvesting activities • recognising normal stock behaviour and environmental conditions • reporting orally and in writing to senior personnel on round pearl production activities and recommendations for improvement • seeding stock. **Literacy skills used for**: • reading and interpreting seeding schedule • recording handling, seeding and harvest information • writing reports on seeding and harvest activities. •

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REQUIRED SKILLS AND KNOWLEDGE
Numeracy skills used for: • calibrating equipment • counting stock.
Required knowledge
• advanced stock behaviour and biological requirements as they relate to seeding and harvesting of pearls • handling hand monitoring equipment maintenance and advanced repairs • safety considerations and hazards associated with stock handling equipment options and limitations, including use of radiography equipment.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • seed and harvest round pearls to acceptable industry standards • supervise staff assisting in the process. Assessment must confirm knowledge of: • seeding and harvesting techniques.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • seeding schedule • stock suitable for seeding • seeding laboratory, equipment, tools and nuclei.
Method of assessment	The following assessment methods are suggested:

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EVIDENCE GUIDE	
	• demonstration • practical exercises • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits,

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RANGE STATEMENT	
	licences, quotas, catch restrictions and other compliance requirements, including: • Australian Exclusive Economic Zone • international treaties and agreements • imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • Indigenous native title, land claims and cultural activities, including fishing by traditional methods • maritime and occupational diving operations: • foreign and Australian legislation applying to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code • use of vessels, right of way and other marine orders, bunkering and refuelling • land, buildings and vehicles: • buildings and structures design and appearance, constructions and additions • poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and

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RANGE STATEMENT	

	use
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer requirements
	  • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).

OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and

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RANGE STATEMENT	
	recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves • non-slip and waterproof boots (gumboots) or

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RANGE STATEMENT	
	other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Seeding may include:	• insertion of a nucleus (a rounded bead made from a bivalve shell, generally Mississippi pig mussel or mother-of-pearl) into the gonadal or somatic tissue of the shellfish for round pearl production.
Seeding schedule may include:	• cleaning • counting • insertion of nuclei • pegging • recovery • retrieval • turning (tento) • X-raying.
Labour requirements may include:	• divers • handling workers • specialised operators • vessel operators.
Resource requirements may include:	• seeding or harvesting and transport equipment • seeding or harvesting equipment, tools and nuclei • vessels, seeding or harvesting laboratory.

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Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA407C Coordinate sustainable aquacultural practices

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves coordinating sustainable practices in the operation of aquaculture, seafood holding or ornamental facilities. The unit includes implementing strategies that minimise waste, conserve energy resources and manage water use. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to all aquaculture, holding and ornamental facilities and their operations. Aquaculture enterprises are required to meet strict environmental requirements as part of their conditions of operation. Supervisory skills are covered by AHCWRK403A Supervise work routines and staff performance. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Coordinate water quality and environmental monitoring programs	1.1. Strategies for meeting legislative and environmental obligations and allocations of labour and financial resources are confirmed with management. 1.2. ***Water quality variables*** and ***environmental criteria*** to be monitored are selected according to monitoring plans, and monitoring schedules are prepared and conveyed to staff. 1.3. External contractors are briefed on management

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ELEMENT	PERFORMANCE CRITERIA
	policies and priorities. 1.4. Monitoring systems are developed to ensure that the quality of the water supply system meets the requirements of the cultured or held stock. 1.5. Options for mechanisation or automation of process or activity are assessed, including the use of specialised contract services, and recommendations made to senior personnel.
2. Develop effluent and waste treatment and disposal programs	2.1. Environmental risks are determined and effluent and ***waste treatment and disposal programs*** are developed to minimise ***emissions and discharges*** according to legislative requirements. 2.2. Options for on-site or off-site disposal of ***wastes*** are evaluated against environmental management plan. 2.3. Adverse environmental impacts due to effluent and waste treatments and disposal are minimised.
3. Manage water use for facility	3.1. Water is sourced from locations other than mains water, where possible and where appropriate. 3.2. On-land ***run-off*** or overflow water is managed to optimise its use and minimise pollutants entering river and drainage systems, settlement ponds or effluent treatment works are used appropriately according to management policies. 3.3. Culture or holding structures are positioned to achieve appropriate water flow and quality. 3.4. Stock production strategies are developed to efficiently use available water supply. 3.5. Water utilisation strategies are developed to minimise evaporation, run-off and seepage of water. 3.6. Contamination of water effluent with ***chemicals*** is minimised through sound utilisation strategies.
4. Finalise environmental protection activities	4.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 4.2. Relevant environmental protection data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 4.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of environmental protection, and recommendations made for improvements.

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Staff are given feedback on their work performance. 4.5. Innovations in environmental protection are examined and implemented, when appropriate. 4.6. All environmental protection activities are confirmed as complying with government regulations and requirements. 4.7. Administrative planning takes into account the evaluation of environmental assets for insurance purposes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• briefing staff on monitoring requirements and external contractors on management policy • confirming legislative and environmental obligations with management • assessing options for mechanisation or automation of process or activity, including the use of specialised contract services • conserving energy resources • coordinating the implementation and monitoring of multiple strategies to achieve ecologically ESD principles • managing water use • minimising waste • providing feedback to staff on performance in relation to monitoring and environmental protection activities • researching and analysing options for disposal of waste, the use of mechanised or automated equipment, and the use of contract services • reporting orally and in writing on environmental protection data and compliance to senior personnel • undertaking an environmental audit. **Literacy skills used for**: • developing and documenting monitoring schedules • reading and interpreting environmental protection guidelines and management

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REQUIRED SKILLS AND KNOWLEDGE
polices • reading and writing reports • researching innovations in environmental protection. • **Numeracy skills used for**: • analysing budgets • interpreting monitoring records.
Required knowledge
• conservation of energy and water resources • energy flows and food webs • environmental control standards • legislative requirements, including OHS, HAZCHEM, duty of care and dangerous goods • light or noise control • nutrient cycling • principles of composting and waste management • principles of sustainable aquaculture, seafood holding or ornamental systems • principles of recycling, reuse and reduction of wastes • sediment or soil testing processes and procedures and results interpretation.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • implement sustainable practices in the aquaculture, seafood holding or ornamental workplace. Assessment must confirm knowledge of: • conservation of energy and water resources

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EVIDENCE GUIDE	
	• environmental control standards • legislative requirements, including OHS • principles of sustainable systems for aquaculture, seafood holding or ornamental facilities • principles of composting and waste management.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Coordination of sustainable practices is best assessed over a period of time and taking into account a range of environmental management strategies. Resources may include: • functional aquaculture, seafood holding or ornamental facility • management policies.
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • case study analysis • research assignment • written and oral short-answer tests.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other compliance requirements may	• business or workplace operations, policies and practices: • commercial law, including fair trading and trade practices

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RANGE STATEMENT	
include:	• consumer law • corporate law, including registration, licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including: • Australian Exclusive Economic Zone • international treaties and agreements • imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • Indigenous native title, land claims and cultural activities, including fishing by traditional methods • maritime and occupational diving operations: • foreign and Australian legislation applying to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels

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	• pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code • use of vessels, right of way and other marine orders, bunkering and refuelling • land, buildings and vehicles: • buildings and structures design and appearance, constructions and additions • poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or

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	requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment

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RANGE STATEMENT	
	• protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory. • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Water quality variables may include:	• alkalinity • ammonia • carbon dioxide

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RANGE STATEMENT	
	• dissolved organic matter • dissolved oxygen • hardness and carbonate hardness • nitrate • nitrite • pH • phosphorus • salinity and conductivity • temperature • turbidity, suspended and settleable solids.
Environmental criteria may include:	• activity of pests and predators • climatic conditions (e.g. rainfall, amount of cloud cover, and wind direction and speed) • coastal geology • contaminants • economic issues • historic, cultural or other social issues • Indigenous issues (e.g. native title) • natural foods • polyculture, aquaponics and hydroponics • stakeholder interests • tidal flow direction and speed • water quality variables • wave size and direction.
Waste treatment and disposal programs may include:	• constructed wetlands • mechanical, chemical or biological filters • rearing of filter feeding species, aquatic plants or seaweed • self-composting toilets or septic tanks • settlement ponds.
Emissions and discharges may include:	• fumes • gas • light • liquids and solids • noise • odour • particulates • smoke • vapour.

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RANGE STATEMENT	
Wastes may include:	• chemical • construction waste • fouling organisms • glass • green waste • metals • moribund or dead stock • paper • plastics • processing leftovers • solid and soluble waste.
Run-off may include:	• cooling systems • inefficient or defective drains • irrigation systems • rain • stormwater • water supply.
Chemicals may include:	• antifoulants • biological agents • chemical • fertilisers • pesticides, herbicides and other poisons.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFIAQUA408C Supervise harvest and post-harvest activities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves preparing a harvest schedule and managing the harvest and post-harvest handling activities of ***cultured or held stock***, including humane slaughter and quality assurance practices. It does not include processing activities, such as cooking, gill gutting, scaling, filleting, shucking, peeling or heading. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for harvest and post-harvest activities only. Processing activities such as cooking, gill-gutting, scaling, filleting, shucking, peeling or heading are not covered. A person in this work role would work closely with supervisors of harvest labour and suppliers of services such as transport All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare harvest and post-harvest schedules	1.1. Direction is sought from marketing personnel on harvest requirements. 1.2. Numbers and ***stock quality parameters*** required by customer or production plan are identified. 1.3. ***Culture or holding structures or systems*** to be harvested are selected. 1.4. Timing and period of harvest are determined to meet customer or production plan requirements.

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Harvest and on-farm post-harvest schedules are prepared and conveyed to team leaders. 1.6. Personnel availability, and their skills and qualifications, are confirmed and duty rosters (day/night) prepared. 1.7. Equipment and facilities are confirmed as available and serviceable. 1.8. Personnel responsible for transport, processing and marketing are briefed on arrangements. 1.9. Options for mechanisation or automation of process or activity are assessed, including the use of specialised contract services, and recommendations made to senior personnel. 1.10. Harvest and post-harvest activities are integrated with other activities. 1.11. Reporting procedures are clearly defined and staff informed.
2. Monitor progress of harvest and ***post-harvest activities***	2.1. Stock are harvested and ***handled*** with minimal stress or damage and according to the harvest schedule. 2.2. Slaughtered stock are packed and transported to processing facilities. 2.3. Stock for live transport are packed and transported as required. 2.4. Quality assurance practices on harvested and slaughtered stock are maintained. 2.5. Treatment of product during transport and arrival at destination is monitored through the transport company and customer.
3. Finalise harvest and post-harvest activities	3.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 3.2. Relevant harvest and post-harvest data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 3.3. ***Production statistics*** are updated with harvest and post-harvest information. 3.4. ***Compliance*** and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of harvest and post-harvest, and recommendations made for improvements 3.5. Staff are given feedback on their work performance.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• briefing of staff, supervisors and suppliers of services • assessing options for mechanisation or automation of process or activity, including the use of specialised contract services • developing harvest schedules • identifying opportunities for improvements and innovations • interpreting orders or sales and production • organising skills to coordinate multiple work tasks, roster workers and responsibilities • planning harvest and post-harvest activities • providing feedback to staff, work team leaders and suppliers of services • reporting orally in writing to senior management on harvest and post-harvest activities. **Literacy skills used for**: • filling out compliance-related forms • reading market and production information, harvest and equipment reports • recording harvest-related data in production records. **Numeracy skills used for**: • calculating averages, loads, and quantities • calculating percentage survival and percentage quality parameters.
Required knowledge
• appropriate harvesting and post-harvesting techniques • production cycle for specific types of stock • quality control procedures relevant to harvesting, grading and storage of stock • quality parameters in specific types of stock • requirements and welfare of stock (live).

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • develop a harvest schedule and manage its implementation and post-harvest requirements. Assessment must confirm knowledge of: • harvesting techniques and post-harvest processes • quality assurance principles.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • workplace or simulated workplace with actual harvest underway, including work team leader and staff.
Method of assessment	The following assessment method is suggested: • project (work or scenario based).
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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RANGE STATEMENT	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:

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RANGE STATEMENT	
	• Australian Exclusive Economic Zone • international treaties and agreements • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • Indigenous native title, land claims and cultural activities, including fishing by traditional methods • maritime and occupational diving operations: • foreign and Australian legislation applying to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code • use of vessels, right of way and other marine orders, bunkering and refuelling • land, buildings and vehicles: • buildings and structures design and appearance, constructions and additions • poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage

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RANGE STATEMENT	

	• water or land lease, tenure or ownership and use
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer requirements
	  • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).

OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may	• Australian Shellfish Sanitation program • display, packaging and sale of food, including

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RANGE STATEMENT	
include:	seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and

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RANGE STATEMENT	
	maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask

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RANGE STATEMENT	
	• safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Stock quality parameters may include:	• alive or dead (slaughtered or killed) • behaviour (live stock) • body condition (e.g. fat content and meat yield) • percentage survival and percentage within specifications • other quality criteria according to customer requirements • physical appearance • sex or maturation status • shape or colour • size or weight grades • type and extent of damage.
Culture or holding structures or systems may include:	• blowers, aerators, paddlewheels and aspirators • greenhouses, hothouses and igloos • pest, predator and disease control structures • water supply and disposal or effluent systems, including pumps, pipes, canals, channels, settlement ponds and storage dams • cages, pontoons, enclosures and pens, including associated moorings, floats, anchors and markers • dams, ponds and pools • display tanks, aquaria and aquascapes • grow out facilities, hatcheries and nurseries • harvesting swimways, canals or channels • live holding tanks, bins, cages and pens • longlines, posts, racks and rails, rafts, fences, socks, trays, sticks, baskets, modules, barrels, bags and panels • open, flow-through, closed and semi-closed systems • purging or depurating systems • tanks, raceways and recirculating systems.
Post-harvest activities may	• anaesthesia or sedation

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RANGE STATEMENT	
include:	• cool room storage • depuration or shellfish sanitation • dips, drips and sprays • humane slaughter • icing, chilling, ice slurry or refrigeration • meeting quarantine or biosecurity requirements • on-facility transport of livestock or product • packing • packing for live stock transport • packing for transport to processing plant • preparation for external live transport, including purging • preparation for off-facility transport of dead stock or product • purging or holding (live) • sorting, grading or removing half pearls from molluscs • washing, cleaning and hydrating.
Compliance reports may include information on:	• exotic species • notifiable diseases • production returns • protected species.

Production statistics may include:	• percentage survival
	• percentage other specifications
	• percentage of other quality parameters:
	  • food conversion ratio
	  • growth rate
	  • meat yield
	  • numbers produced or sold.

Unit Sector(s)

Unit sector	Aquaculture operations

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA409B Implement, monitor and review stock production

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves implementing and monitoring stock production activities. It covers the review of records and the trial of new processes to improve performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	The unit has application to ***cultured or held stock*** in holding, display, hatchery, nursery or grow out facilities. The unit applies to personnel who have technical responsibilities for stock production and for improving production outcomes. Feeding, health management, handling, harvesting and post-harvest activities are covered by other aquaculture specialist units. Skills in supervising staff are covered by AHCWRK403A Supervise work routines and staff performance. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement and monitor stock production plan	1.1. ***Production plan***, policies and procedures are conveyed to staff for implementation. 1.2. Feed supplies are assessed against production plan and feeding schedule. 1.3. Distribution schedules are monitored and stocking rates varied, as required.

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ELEMENT	PERFORMANCE CRITERIA
	1.4. Stock growth or production is monitored using an appropriate performance recording system and harvesting is undertaken to meet marketing goals. 1.5. Stock health is monitored and any pest, parasite or disease outbreaks quickly controlled with samples being sent to relevant authorities, where required. 1.6. Effects of feeds and health treatments on stock are monitored and actions taken to avoid or minimise stock health problems and negative effects on product quality. 1.7. Options for mechanisation or automation of process or activity are assessed, including the use of specialised contract services. 1.8. Progress of production plan is reviewed regularly with staff.
2. Continually review and improve production performance	2.1. ***Physical and operations records*** are maintained for analysis and evaluation of production performance and for management of the business. 2.2. Evaluation of production performance at each stage or component of enterprise is undertaken to determine sustainability and profitability and for use in reviewing and revising production plans. 2.3. ***Information*** on innovations related to existing or potential enterprises and facility activities are obtained and assessed to determine their relevance and possible application. 2.4. Relevant innovations are tested to determine their suitability and adaptability to individual circumstances, their benefit/cost assessed, and outcomes reported to the management teams. 2.5. Management team is kept informed of production schedule and performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE

- communicating with staff and management
- assessing options for mechanisation or automation of process or activity, including the use of specialised contract services
- identifying profitable innovations
- implementing OHS procedures
- implementing stock production plans
- monitor health and welfare of stock
- operating, maintaining and repairing monitoring equipment
- providing feedback to team leaders and staff on stock husbandry and production operations
- purchasing equipment
- organising and monitoring multiple production activities
- recognising abnormal stock behaviour and environmental factors that can impact on operations.

Literacy skills used for:

- extracting data/information from journals, websites, magazines, books and trade journals
- interpreting aquatic engineering, culture technology and species biology papers
- reading and interpreting monitoring schedules
- recording and analysing monitoring information
- reading water quality guidelines.

Numeracy skills used for:

- applying formulae to calculate water flow
- using computer operations, including using spreadsheets and entering data
- measuring weights and volumes
- reading machines or test kits.

Required knowledge

- culture stock physiology, biology and ecology
- disease surveillance and treatment protocols
- environmental protection guidelines
- equipment used in production
- production methods for given species
- stock husbandry and management
- water quality parameters and environmental requirements for given species:
  - basic and advanced water quality tests
  - monitoring equipment calibration and operating methods

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REQUIRED SKILLS AND KNOWLEDGE
• monitoring equipment maintenance and basic repairs • monitoring equipment options and limitations.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • develop operational guidelines and monitoring systems for stock production activities, including water supply and disposal • identify, review and test innovative practices and procedures • interpret water quality and environmental monitoring results • implement the holding, display, hatchery, nursery or grow out operational procedures • monitor stock growth and health and associated activities, including feed supplies, health treatments and stocking densities • maintain, review and act on records of production through stages of production • use contingency plans and emergency procedures for the aquaculture, seafood holding or ornamental enterprise. Assessment must confirm knowledge of: • water quality and environmental testing required for given situations • water quality and environment parameters • environmental impact statement guidelines.
Context of and specific resources for	Assessment is to be conducted at the workplace or in a

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EVIDENCE GUIDE	
assessment	simulated work environment. Resources may include: • functioning aquaculture, seafood holding or ornamental facility, including staff • laboratory.
Method of assessment	The following assessment methods are suggested: • record books • research assignment • third-party reference • workplace project.
Guidance information for assessment	This unit may be assessed holistically with units relating to production, for example SFIAQU401C Develop and implement a stock health program, SFIAQUA408C Supervise harvest and post-harvest activities, and other units in a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates

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RANGE STATEMENT	
	• for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• Indigenous native title, land claims and cultural

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RANGE STATEMENT	

	activities, including fishing by traditional methods
	• maritime and occupational diving operations:
	  • foreign and Australian legislation applying to quarantine and customs
	  • International Convention for the Safety of Life at Sea (SOLAS)
	  • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978)
	  • Marine Emergency Response Search and Rescue (MERSAR)
	  • National Standards for Commercial Vessels
	  • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78)
	  • Uniform Shipping Laws (USL) Code
	  • use of vessels, right of way and other marine orders, bunkering and refuelling
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment
	  • soil and water management
	  • use of chemicals and biological agents
	  • use of firearms and powerheads
	  • use of utilities, including water, natural gas, electricity and sewage
	  • water or land lease, tenure or ownership and use
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer requirements
	  • third-party certification (e.g. Australian

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RANGE STATEMENT	
	Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS safety procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises

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RANGE STATEMENT	
	• people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment

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RANGE STATEMENT	
	• protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Production plan may include:	• broodstock or seedstock source • culture structures • feeding:

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RANGE STATEMENT	
	• formulated • natural or cultured live-feeds and micro-algae • handling, harvesting and on-farm transport • layout: • farm • hatchery • nursery • monitoring: • environmental • stock • water • on-farm post-harvest • stock health.
Physical and operations records may include:	• breeding, feeding and production records • environmental conditions • financial information for taxation purposes • inputs and services to production • mortality and health management • purchased labour, contracting and share-farming costs • rations, sales and purchases • stock transfers.
Information can be obtained from:	• books and publications • extension services and farm consultants • farm input suppliers • field days, workshops and conferences • fisheries and aquaculture research institutes' (e.g. RTO's, universities and government departments) websites • news media and farm newspapers/journals • other farmers.

Unit Sector(s)

Unit sector	Aquaculture operations

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA410B Implement a program to operate, maintain or upgrade a system comprising high technology water treatment components

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves implementing a program for the operation, maintenance or upgrade of a system or facility using high technology water treatment components. Maintenance may be scheduled or emergency action, and upgrade may include expansions and retrofits. The unit covers the review of records and the trial of new processes to improve performance. It also covers supervising staff, system or facility operations, conveying information, maintaining or upgrading high technology equipment and associated infrastructure, and overseeing the use of construction materials and tools. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	The unit applies to an aquaculture or holding facility in the seafood industry, or to an aquascape or holding tank in the ornamental or pet sector that uses a recirculating aquaculture system (RAS) with high technology water treatment components. The unit applies to personnel who have technical skills and supervise staff. Construction or installation of systems or facility, cultured or held stock husbandry, harvesting and post-harvest activities are covered by other seafood processing, seafood sales and distribution, or rural production units of competency. Supervisory skills are covered by AHCWRK403A 4908A Supervise work routines and staff performance. All enterprise or workplace procedures and activities are

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	carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan for the operation and maintenance of ***high technology water treatment components*** of a ***RAS***	1.1. Operations, ***maintenance*** or ***design or upgrade specifications*** for high technology water treatment components in the ***culture or holding system or facility*** are confirmed with senior personnel. 1.2. ***Work plans or schedules*** are drawn up, materials ordered, labour arranged, and contractors or tradespeople and appropriate equipment booked according to specifications and in consultation with senior personnel. 1.3. Raw and prefabricated materials are checked against delivery manifest or specifications. 1.4. ***Worksite*** is prepared according to specifications and secured, if necessary, for safety or loss prevention. 1.5. Potential ***risks*** are assessed, including ***environmental parameters*** and ***water quality parameters*** for the cultured or held stock, and ***contingency plans*** prepared accordingly. 1.6. Options for mechanisation or automation of process or activity are assessed, including the use of specialised contract services. 1.7. Staff members are briefed on work objectives relevant to the site, equipment being used and type of maintenance or upgrade activities. 1.8. Costs are identified, quantified and confirmed with senior personnel as within budget.
2. Implement operations, maintenance or upgrade program	2.1. Work plan is implemented and scheduled to minimise disruption to enterprise operations and stress to cultured or held stock. 2.2. Progress of maintenance or upgrade program is monitored against the work plan, and adjustments are made for delays and unforeseen circumstances. 2.3. Required materials, ***resource and supply provisions*** and labour, including contractors or tradespeople, are confirmed as available, and contingency plans implemented, where appropriate. 2.4. Workplace OHS hazards, environmental implications and other potential problems are anticipated and avoided or minimised through forward planning and contingency planning.

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor operations, maintenance or upgrade activities	3.1. Operations, maintenance or upgrade activities and component or system performances are monitored against maintenance or upgrade plan for efficiency and effectiveness. 3.2. Risk management strategies or treatments are applied and updated as required. 3.3. Costs and key performance indicators (KPIs) are monitored and controlled within enterprise budget requirements. 3.4. Staff members are given feedback on work progress and performance on a regular basis. 3.5. Regular ***records or reports*** are given to management on project progress. 3.6. Checking and commissioning are undertaken to ensure that the maintained or upgraded system or facility fits maintenance or design specifications and is effective and operable. 3.7. Budget for operations, maintenance or upgrade is checked and major discrepancies are reported to senior personnel.
4. Finalise and review operations, maintenance and upgrade activities	4.1. Clean up of work area, including repairs and storage of equipment, is supervised and condition report prepared. 4.2. Relevant operations, maintenance and upgrade data, observations or information are recorded legibly and accurately, and any out of range or unusual records checked. 4.3. Compliance and other required reports are prepared and conveyed to senior personnel advising of the effectiveness of operations, maintenance and upgrade, and recommendations made for improvements. 4.4. Staff are given feedback on their work performance. 4.5. New processes to improve performance are developed, as required, and trialled.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysing problems, devising solutions and reflecting on approaches taken
- communicating and liaising with managers and external tradespeople and designers
- communicating information about operations, maintenance and upgrades to the work team, including establishing and documenting protocols and procedures
- assessing options for mechanisation or automation of process or activity, including the use of specialised contract services
- documenting plans, maintaining accurate records and writing reports
- establishing and monitoring performance targets for operations, maintenance or upgrade work team
- estimating and calculating resource requirements, machinery and servicing costs
- implementing management policies and procedures relating to retrofitting, upgrading or replacing components in work area
- providing feedback to team leaders and staff in the operation, maintenance or upgrade program, including the implementation and improvement of component efficiency
- planning, costing and scheduling operations, maintenance or upgrade requirements
- selecting and maintaining stocks of spare parts and backup components, including construction materials and tools.

Literacy skills used for:

- documenting schedules, protocols and work procedures
- interpreting operating manuals and manufacturer instructions
- reading and analysing plans
- reading and writing reports.

Numeracy skills used for:

- calculating and analysing KPIs
- estimating, measuring and undertaking calculations, such as measurements of length, time, area, volume, mass balance equations, and volumes and quantities of inputs and outputs of liquids, gases and solids
- monitoring project costs
- monitoring quantities of material or supplies against specified requirements and on-site usage patterns.

Required knowledge

- federal, state, territory and local government laws and regulations relating to:
  - environmental sustainability, particularly strategies and regulations/license

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REQUIRED SKILLS AND KNOWLEDGE

conditions for waste and effluent minimisation and methods of disposal
  - OHS for staff, management, contractors and visitors
  - translocation of exotic or introduced species and biosecurity issues
  - withholding periods when using chemicals or medications
- financial and administrative procedures such as cost control, budgeting, ordering and receiving of materials and services
- identification and adoption of best practice management
- impacts of inputs on systems and component operation and on maximum operation loads
- plan reading or interpretation
- project scheduling and management
- requirements for record keeping, data collection and analysis
- risk identification, assessment and mitigation or management, which may include emergency procedures and crisis/disaster management
- standards, manufacturer guidelines and approaches to the implementation of operations, maintenance or upgrade of systems and facilities containing high technology water treatment components, such as:
  - association between water hydraulics, water chemistry and oxygenation, supersaturation and gas exchange
  - biology of stock and environmental and husbandry requirements within RAS to achieve growth targets
  - commissioning or start-up of new or upgraded systems or facilities
  - customisation and retrofitting of components
  - fish biology, physiology, breeding and life cycles in recirculation systems, including the impact and management of stress on culture or holding stock
  - forward planning and risk management for events, such as blackouts, brownouts and equipment breakdowns
  - importance of optimised production to achieve sound economic outcomes
  - mechanical and technical aspects of recirculation systems, including energy use, mass balance, water hydraulics and flow, and pumps and pipe work
  - monitoring basic and advanced environmental and water quality parameters
  - nitrification and other bacterial process and requirements, including biofilter start-up, shock-loading and maintenance
  - operations and maintenance of water treatment components, including back-flushing filters, cleaning (pigging) of water supply and disposal lines, and routine dry-outs
  - optimal and critical levels for water quality parameters, such as temperature, pH (alkalinity/acid balance), dissolved oxygen, nitrogenous wastes and carbon dioxide
- training and instruction techniques for directing the learning of staff
- types of operations, maintenance requirements and servicing cycles for property,

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REQUIRED SKILLS AND KNOWLEDGE
machinery and equipment • use of KPIs for benchmarking within the system and against other systems or facilities.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to • plan and implement an operations, maintenance or upgrade program for a system or facility using high technology water treatment components. Assessment must confirm knowledge of: • approaches to coordinating operations, maintenance or upgrade of a system or facility • approaches to interpretation of design plans and specifications • approaches to establishing protocols and procedures for carrying out maintenance and upgrade tasks.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. It should use of a RAS typically used in aquaculture, holding or ornamental facilities in the region. Resources may include: • documentation relevant to the operations, maintenance or upgrade program, including design specifications for the components, system or facility to be maintained or upgraded • staff that can be supervised in the operations, maintenance or upgrade of a system or facility

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EVIDENCE GUIDE	
	• personnel who have a role and responsibility in implementing and/or monitoring the effectiveness of the operations, maintenance or upgrade program.

Method of assessment	The following assessment methods are suggested:
	• project (work or scenario based)
	• portfolio of supporting documentation that demonstrates, for example:
	  • the efficient operation of a system or facility using high technology water treatment components
	  • an improvement or implementation of an operations, upgrade or maintenance program
	  • an improvement or implementation of work procedure
	• work diary, photographs or videos
	• demonstration of required skill.

Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and

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RANGE STATEMENT	
	sexual harassment • industrial relations and awards, individual employment contracts and, share of catch agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including: • Australian Exclusive Economic Zone • international treaties and agreements • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • Indigenous native title, land claims and cultural activities, including fishing by traditional methods • maritime and occupational diving operations: • foreign and Australian legislation applying to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78)

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RANGE STATEMENT	
	• Uniform Shipping Laws (USL) Code • use of vessels, right of way and other marine orders, bunkering and refuelling • land, buildings and vehicles: • buildings and structures design and appearance, constructions and additions • poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register

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RANGE STATEMENT	
	• safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory' food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity

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RANGE STATEMENT	
	• increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering

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RANGE STATEMENT	
	• hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

High technology water treatment components may include:	• aeration or oxygenation equipment, such as aerators, aspirators, airlifts and fans
	• components that regulate environmental and climate control factors, such as temperature, photoperiod and light intensity
	• degassing systems for removing carbon dioxide and ozone, including the use of specialised air filters
	• facilities and processes designed for health management, such as quarantine area, sterilising using ultraviolet (UV) light and ozone, and pasteurising using heat or steam
	• mechanical/physical/solid, chemical and biological filtration devices (or a combination of two or more different types):
	  • biological filter:
	  • is part of an RAS where dissolved metabolic by-products are converted to less toxic forms by microbial action from a range of different bacteria, fungi and other microorganisms
	  • the most important function is the oxidation of ammonia to nitrite, and

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RANGE STATEMENT	
	nitrite to nitrate (often called nitrification) • chemical filter: • examples include activated carbon, zeolites and other ion-exchange mediums • is where a variety of chemical substances are used to treat water passing through them • ozone and chemical, such as pH and alkalinity, adjustments are also made, sometimes in a separate area to the chemical filter • mechanical/physical/solid filter: • includes swirl separators, hydrocones, protein skimmers or foam fractionators, drum filters, belt filters, bead and other suspended media filters and screen filters • is important to ensure organic loads going into biofilters are as low as possible to prevent the more competitive heterotrophic bacteria from taking over and reducing nitrification capacity • is part of an RAS that removes solid organic matter and other wastes • reduces the biological oxygen demand (BOD) for the system • some degassing or carbon dioxide stripping can also take place • ventilation systems, fans, blowers and humidifiers/ dehumidifiers • water treatment devices, such as those that maintain pH (acid/alkaline) balance.
A recirculating aquaculture system (***RAS***) is:	• a system in which at least some of the water is recycled one or more times back into the system after some form of treatment • also called a closed system (which is the opposite to a flow-through or open system where there is little residence time for the culture water) • where generally some form of water treatment with equipment or structures, particularly aeration or oxygenation and processing of nitrogenous wastes, is undertaken

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RANGE STATEMENT	
	• where a water exchange (replacement) rate of 5-10% per day is used to assist in maintaining water quality (particularly nitrate control).
Maintenance may be required due to:	• acts of nature • corrosion • design problems • equipment modifications • incorrect use and accidents • wear.
Design or upgrade specifications may include:	• budget • compliance with the standard specification and legislation and regulations of the relevant state or territory construction and power authorities • construction materials • construction method • designated component or system • environmental constraints • equipment and resources • location • number • owner preferences • permits and licences • product availability • production requirement, including number, tonnage, timing and production characteristics • quoting procedures • schedule of licensed labour required • security factors • shape, colour and appearance • size, volume and footprint area.
Culture or holding system or facility may include:	• tanks, raceways and RAS • live holding systems • purging or depurating system • display tanks, aquaria and aquascapes (ornamental industry) • grow out facilities, hatcheries and nurseries • water supply and disposal systems for closed and semi-closed systems • pest, predator and disease control structures • harvested stock holding structures, tanks, bins and cages.

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RANGE STATEMENT	
Work plans or schedules may include information on:	• contingencies for responding to partial or full system shutdown, stock stress or mortalities • contingency plan to address staffing and equipment supply problems • costs and budget details • date and time tasks are to be undertaken • designated jobs tasks, directions or designs • environmental impact control measures • expected time required to complete activities • hazard identification, risk assessment and risk control measures • local, state, territory and federal government regulations • location • maintenance schedule for particular items of equipment • manufacturer guidelines or instructions • materials, supplies, tools, equipment or other resources required • monitoring and reporting requirements and procedures, including logs or checklists • non-conformance or incident/fault reporting procedures • OHS procedures, including PPE requirements • order of activities • other members of work team and their roles, responsibilities and skills • pre- and post-operational and safety checks • preferred supplier list and resources required by external workers and tradespeople • routine maintenance procedures • specific structures or components • standard for completed activities • the person in charge.
Worksite may include:	• depots • hatchery, nursery, grow out and holding facilities • laboratories • post-harvest or processing facilities • staff amenities • stock and quarantine treatment facilities

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RANGE STATEMENT	
	• storage areas • workshops.
Risks may include those associated with:	• environment • infrastructure, plant and equipment • OHS for staff, contractors and visitors • product quality and food safety • stock.
Environmental parameters may include:	• activity of pests, competitors and predators • light • turbidity • water flow • water level or depth.
Water quality parameters may include:	• alkalinity • BOD • chlorine or chloramines • dissolved carbon dioxide • dissolved oxygen • general water hardness • level of nitrogenous wastes, such as ammonia, nitrite and nitrate, and contaminants and pollutants • pH (acid/alkaline balance) • phosphates • redox potential • salinity or conductivity • temperature • total dissolved solids.
Contingency plans to address:	• adverse weather conditions and acts of nature, such as flood or fire • breakdown of components • bypass of components • compromised water source • disease outbreaks • emergency procedures • non-standard water quality parameters • risks to culture stock during emergency shutdowns or breakdowns • risks to environment • risks to infrastructure and equipment • risks to product quality and food safety.

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RANGE STATEMENT	
Resource and supply provisions may include:	• machinery, equipment and materials, including welders (e.g. arc, gas and metal inert gas [MIG]), lathes, bench presses, multimeters and ohm meters, inspection pits, lifting and support equipment (e.g. jacks, overhead gantry and blocks), power tools (e.g. grinders and drills), and hand tools (e.g. spanners, hammers and screwdrivers) • workshop storage requirements, including racks for commonly used steel angle, rods, tube metal and wire, or boards for orderly placement of tools.
Records or reports may include:	• associated equipment and infrastructure • checklists, data sheets, inventory and stocktakes • culture or holding stock species • dates, times and progress against timelines of activities or events • details related to culture or holding structures or systems • electronic or hard copy • Gantt chart • graphs, charts and tables • KPIs • operation and maintenance details and other outcomes achieved • personnel and subcontractor performance data • problems experienced and strategies to overcome them.

Unit Sector(s)

Not Applicable

Co-requisite units

Co-requisite units		

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Custom Content Section

Functional Area	

Functional Area

Functional Area	Aquaculture operations

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SFIAQUA411A Manage water quality and environmental monitoring in enclosed systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves developing and implementing a water quality and environmental monitoring and management program, including developing workplace procedures for others involved in water quality monitoring and maintenance activities. It covers interpreting and analysing water quality and environmental data, developing management strategies and solving problems and manipulating water chemistry in pond, tank or raceway systems. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to any enclosed aquaculture or holding facility. Aquaculture and ornamental production and holding facilities are subject to environmental protection regulations as a condition of their operating permit. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and

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	maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop a water quality management program	1.1. Monitoring schedule is developed to identify ***routine water quality and environmental parameters*** to be measured, their frequency and the monitoring

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ELEMENT	PERFORMANCE CRITERIA
	method. 1.2. Workplace procedures are developed for routine water quality, environmental monitoring and routine management of culture or holding water. 1.3. ***Data collection*** and record management activities are organised.
2. Oversee non-routine water quality monitoring, sampling and ***manipulation***	2.1. Potential problematic ***non-routine parameters*** are identified and ***measurement methods*** developed. 2.2. Monitoring and sampling are carried out, and external analysis arranged. 2.3. Effects of health treatments on the quality of the culture or holding water are identified and managed.
3. Analyse and present ***data*** in tables and graphs	3.1. Water quality and environmental data is checked to identify transcription errors or atypical entries. 3.2. Data is accurately presented in tables and graphs. 3.3. ***Data*** is **analysed**; recognise and report on ***features and trends in data***.
4. Assess and adjust water for cultured or held stock	4.1. The suitability of supply water for cultured or held stock is assessed. 4.2. ***Husbandry practices which impact adversely on water quality*** are identified and modifications made to practices to minimise impacts. 4.3. Water chemistry is manipulated to improve water quality. 4.4. ***Management strategies*** based on data collected are identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing and interpreting graphs and trends in data • developing measuring methods in response to potential problematic water quality factors • scientific skills to manipulate water chemistry

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REQUIRED SKILLS AND KNOWLEDGE
• unit conversion • using computer software for analysing data and presenting information. **Literacy skills used for**: • analysing and reporting on data • writing procedures. **Numeracy skills used for**: • applying mathematical concepts, such as decimals, ratios, proportions and percentages • calculating perimeters, areas, volumes and angles • calculating scientific quantities, such as concentration • using significant figures, rounding off, estimation and approximation.
Required knowledge
• interaction between stock, water chemistry and husbandry practices • monitoring equipment options, operation, calibration and limitations • procedures for collecting, storing, retrieving and communicating data • procedures for verifying data and rectifying mistakes • relevant scientific and technical terminology, such as precision, accuracy, units, significant and standard deviation • water chemistry and interaction between parameters.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • develop a valid and appropriate water quality management program • develop realistic management strategies based on

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EVIDENCE GUIDE	
	analysis of data • presents accurate data in the required format • recognise obvious trends in data • recognise the difference between routine and non-routine water quality parameters • respond to non-routine water quality emergencies. Assessment must confirm knowledge of: • interaction between stock, water chemistry and husbandry practices • monitoring equipment operation, calibration and limitations • water chemistry and interaction between parameters.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. Resources may include: • data sets and records • computer and relevant software • relevant enterprise procedures • measurement equipment and rearing units.
Method of assessment	The following assessment methods are suggested: • case studies of non-routine situations to assess the candidate's data analysis and management strategies • feedback from supervisors and peers • observation of the candidate as they measure non-routine parameters and manipulate water chemistry • questions to assess understanding of relevant procedures and trends in data • review of records transcribed, maintained or stored by the candidate • review of work procedures, data sheets, calculations, graphs and tables prepared by the candidate.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, licensing and other compliance requirements may include:	• aquaculture regulations, permits, licences, quotas, catch restrictions, and other compliance requirements, including international treaties and agreements
	• ESD principles, environmental hazard identification, risk assessment and control
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment
	  • soil and water management
	  • use of chemicals and biological agents
	  • use of firearms and powerheads
	  • use of utilities, including water, natural gas, electricity and sewage
	  • water or land lease, tenure or ownership and use
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer requirements
	  • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).

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RANGE STATEMENT	
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution

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RANGE STATEMENT	
	• minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

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RANGE STATEMENT	
Routine water quality and environmental parameters may include:	• alkalinity • ammonia • dissolved oxygen • hardness • nitrate • nitrite • pH • salinity and conductivity • temperature • turbidity (e.g. secchi disc and transparency).
Monitoring method may include:	• observations • surveys • tests and measurements.
Data collection may include:	• computer software • data loggers • data sheets.
Manipulation may include:	• adding chemicals (e.g. lime, copper sulphate, sodium bicarbonate, salt and magnesium sulphate) • changing husbandry practices (e.g. feed composition, handling techniques stocking densities, aeration and filtration - biological and mechanical).
Non-routine parameters may include:	• bacterial levels, such as E. coli and faecal coliforms • biological oxygen demand (BOD) • carbon dioxide, methane and hydrogen sulphide gas • changes in native land-based and/or aquatic life around the farm, including macro-invertebrates and macrophytes • clay content of soil and types of sediments • contaminants/chemicals, including pesticides, herbicides and heavy metals • dissolved or suspended solids or wastes • ozone • phosphorus (total and orthophosphate) • presence of severe weather conditions (e.g. king tides, extreme temperatures and fluctuations) • redox potential

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RANGE STATEMENT	
	• soil or sediment pH • toxic micro-algae.
Measurement methods (non-routine parameters) may include:	• external laboratory tests • meters • spectroscopy • test kits (e.g. colorimetric and titration).
Data may be presented in the form of:	• charts • graphs • tables Data could also take the form of semi-quantitative observations and be expressed on a scale (for example, 1 to 4 or + to ++++).

Analysed may include:	• calculations including
	  • percentage content, such as protein and phosphate
	  • concentration, such as mg/L, ppm
	  • conversions between SI units
	  • industry specific ratios, such as feed conversion ratio (FCR) and NPK
	  • percentages, fractions and decimals
	  • ratios, such as mass to mass, mass to volume and volume to volume percentages
	  • significance
	  • variables, such as flow rates
	  • volumes (L, ML, tonne) of rearing and holding facilities
	• comparison with/between:
	  • feed types
	  • industry standards
	  • rearing units
	  • scientific standards and literature
	  • sites
	  • stockings.

Features and trends in data may include:	• increasing/decreasing data and rate of change • maximum and minimum values • outliers, and data beyond control limits or normal range • spread of data.
Husbandry practices which	• cleaning practices

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RANGE STATEMENT	
impact adversely on water quality may include:	• disease management practices • feed types and schedule • filtration systems • holding and rearing facilities • stocking densities.

Management strategies may include:	• modifying:
	  • cleaning and quarantine procedures
	  • equipment
	  • fallow period
	  • feed type
	  • monitoring program
	  • stocking rate
	  • water treatment.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA413A Develop emergency procedures for an aquaculture enterprise

Modification History

Release	TP Version	Comment
1	SFI11v2	Initial release. Supersedes and is equivalent to *SFIAQUA412A Develop emergency procedures for on-land operations*

Unit Descriptor

This unit of competency involves developing emergency procedures, contingency plans and loss minimisation strategies to overcome identified on-land threats or hazards to enterprise products, personnel and assets, natural resources and environment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit has application to on-land, inland water, estuarine and sea-based aquaculture and ornamental production and holding facilities. It does not apply to vessel emergency procedures.

All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***.

Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify hazards and implement general readiness actions	1.1. All ***emergencies and hazards*** to enterprise products, personnel and assets, natural resources and environment are identified 1.2. Input of managers and stakeholders is sought in identifying potential emergencies and developing a ***risk register*** 1.3. ***Appropriate authorities and emergency agencies*** are identified and liaised with to identify potential risks 1.4. On-facility and external ***monitoring and warning systems*** provide sufficient time to allow ***risk management contingency plan or loss minimisation strategy*** to be implemented or accessed 1.5. Labour, materials, equipment and liaison procedures with emergency agencies sufficient to implement the contingency plan are determined and acquired 1.6. Rosters or shifts and contact telephone numbers of staff and emergency agencies are maintained and periodically updated with version control 1.7. Equipment and resources needed to minimise, remove or deal with threats and emergencies are marked and kept operational

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ELEMENT	PERFORMANCE CRITERIA
	1.8. External specialists are briefed on management policies and priorities
2. Develop contingency plans and emergency procedures	2.1. Contingency plans are developed that address risks in consultation with experts, if required 2.2. Emergency procedures are developed to address a range of possible emergency situations in consultation with experts, if required 2.3. Actions to be taken during incidents and emergencies are prioritised and documented, checks made and all legal requirements are met 2.4. Practical drills are undertaken to test contingency plans and emergency procedures 2.5. Costs and benefits of contingency plans or emergency procedures are evaluated and refined, if necessary
3. Implement risk management contingency plans and emergency procedures	3.1. Copies of specific contingency plans and emergency procedures are lodged with relevant authorities and emergency agencies 3.2. Specific risks and severity of incidents are identified and appropriate risk management contingency plans selected 3.3. Staff and resources are mobilised and areas of responsibility confirmed 3.4. Professional or external assistance is obtained, appropriate to the complexity of the emergencies and financial risk 3.5. Emergency procedures are undertaken and liaison with emergency agencies maintained 3.6. Loss minimisation is maintained until risk has passed 3.7. Emergency debrief is undertaken 3.8. Personnel and resources required for ***post-incident activities*** are identified and supported
4. Improve the contingency plans	4.1. Responses to threats and emergencies are monitored in consultation with appropriate authorities and emergency agencies 4.2. Overall performance of the contingency plan is regularly analysed for currency and functionality to ensure business stability and profitability 4.3. Results of regular analysis are documented promptly and appropriately reported to managers and key personnel

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Information on alternative risk management strategies is assessed to determine relevance and possible application in existing or potential situations 4.5. Innovations are tested on-site to determine their suitability and adaptability to individual circumstances 4.6. Innovation benefits and costs are assessed and decisions made on adoption 4.7. Management is briefed on outcomes and recommendations made for improvements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

Required skills include:
• applying documented emergency procedures in own organisational environment
• communicating effectively with emergency services personnel
• communicating effectively with workplace personnel at all levels
• issuing instructions in an authoritative manner during unusual circumstances
• gathering information from different sources to identify possible threats and emergencies and any deficiencies in response
• participating in basic training in emergency procedures, such as induction training
• relating to people from a range of social, cultural and ethnic background and physical and mental abilities
• literacy skills to:
  • reading technical and legislative material
  • writing reports and emergency procedures
• numeracy skills to
  • analysing statistical data in determining risk
  • assessing and comparing cost of risk management strategies

Required knowledge
Required knowledge includes: • awareness of media impacts to the enterprise, industry and stakeholders

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REQUIRED SKILLS AND KNOWLEDGE

• emergency alerting systems, signals and instructions typically used within industry workplaces
• government regulations and requirements of authorities/agencies
• hazards and precautions during an emergency or evacuation, including checking and accounting procedures
• information needs of emergency response agencies at time of reporting
• OHS legislative requirements as they relate to risk management
• own workplace:
  • characteristics and composition of the workforce as they impact on emergency/threat response, such as language, literacy, numeracy, communication skills, cultural background, gender, workers with special needs, labour market changes, part-time, casual or contract workers, shift work and geographical
  • essential actions of self and other key personnel in the workplace
  • location of emergency procedures, equipment and evacuation assembly areas
  • organisational emergency procedures, including various roles of the workplace emergency personnel
  • workforce needs and entitlements post-emergency, incident and accident
• principles of effective liaison with emergency service personnel, including ensuring that there is no interference or hindrance to their action
• principles and priorities for evacuation, including checking and accounting procedures
• principles of trauma and recovery
• priorities and limitations of workplace response to threats and emergencies
• risk factors involved in operating an aquaculture enterprise
• role, responsibility and authority of emergency response personnel and principles of effective liaison to ensure that there is no interference or hindrance to their action
• situations when evacuating is required and when evacuation is inappropriate, including circumstances where evacuation processes may need to be modified

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • develop and maintain contingency plans and emergency procedures in response to potential emergency situations Assessment must confirm knowledge of: • risk factors likely to impact on enterprise products, personnel and assets, natural resources and environment • risk management process
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Competence should be across both preparedness and actual or simulated threat or emergency response. Resources may include: • access to suitable venue for simulated situations • access to workplace documentation • case study for simulation exercise • cooperation of third parties and others • operational aquaculture facility
Method of assessment	The following assessment methods are suggested: • actual preparation for, and management of, threats and emergencies • case studies • role-plays • scenarios • simulation • work-based project
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, licensing and other compliance requirements may include:	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment
	  • soil and water management
	  • use of chemicals and biological agents
	  • use of firearms and powerheads
	  • use of utilities, including water, natural gas, electricity and sewage
	  • water or land lease, tenure or ownership and use
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer

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RANGE STATEMENT	
	requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems)
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially

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RANGE STATEMENT	
	for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position

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RANGE STATEMENT	
	Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders)
Emergencies and hazards may include:	• biological (e.g. pests, predators, diseases and toxic algal blooms) • climatic (e.g. flood, storm, drought and wave action) • earthquakes, landslide and other natural disasters • emergencies requiring evacuation • environmental damage or losses • external emergencies (e.g. industrial disputation, traffic accidents resulting in non-supply of key resources and political events) • falls from heights, drowning, electrocution and other serious injury events • fires and explosions • food safety and hygiene/Hazard Analysis Critical Control Points (HACCP) • hazardous substance and chemical spills, pollution or contamination • human (e.g. poaching, vandalism and malicious damage, theft, unintentional mishaps, loss of key staff and professional incompetence) • internal emergencies (e.g. loss of power, gas or water supply and structural failure/collapse) • machinery malfunction or breakdowns • monetary, financial and economic loss/failure • OHS for staff, contractors, visitors and bystanders

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RANGE STATEMENT	
	• property, infrastructure, plant and equipment failure • quality product failure, contamination or loss • security emergencies (e.g. criminal or terrorist activities, disturbed person and bomb scares) • stock, catch, product or asset loss • stock escapees and stock attacks to humans and other animals • vehicle accident

Risk register may be an internal or external document customised for the workplace and includes:	• list of hazard and emergencies, their location or work zone, associated task, activity or work process, people and equipment risk
	• list of possible control measures or corrective actions, proposed dates for implementation, and responsible person or authority
	• list of the risks identifying:
	  • an indication of the likelihood of that consequence occurring
	  • possible consequences or outcomes in terms of injury or damage
	  • scenarios or circumstances under which injury or damage may occur
	  • the results of risk assessment

Appropriate authorities and emergency agencies may include:	• AQIS • ambulance • coast guard • DISPLAN • Environmental Protection Authority (EPA) • fire brigade, country fire authority • fisheries inspectors • HAZMAT and chemical use inspectors • Landcare, Waterwatch, Coastcare and catchment management groups • local government • Marine Board • Neighbourhood/Rural Watch • OHS authorities • other government departments • Parks and Wildlife Services • police/marine police • rescue helicopter

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RANGE STATEMENT	
	• State Emergency Services (SES)
Monitoring and warning systems may include:	• alarms • communications equipment • EPIRB • electronic surveillance equipment • personal locator beacons • staff and external observations • water quality monitoring equipment • weather gauges and reports

Risk management contingency plans or loss minimisation strategies may include:	• buildings and structures designed to withstand flood/storm
	• computer analysis and modelling tools
	• disaster or emergency management tools
	• disease, pest or predator treatments or controls
	• emergency or backup equipment
	• emergency drills
	• enterprise-specific OHS procedures, policies or standards:
	  • first aid procedures or emergency evacuation
	  • hazardous substance and dangerous goods handling, transport, storage and use
	• facility design:
	  • building design and materials
	  • clearings, fences and levees
	  • fire doors and sprinkler systems
	  • monitoring alarms
	  • lights (e.g. security and warning)
	• fire fighting operations
	• insurance
	• move or harvest stock and culture or holding structures
	• minimise escapees
	• site location

Post-incident activities may include:	• clean up of damaged structures, assets and equipment • containment of personnel and bystanders in evacuation or safe area • first aid • media

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RANGE STATEMENT	
	• support and counselling for personnel involved or affected • viability of continuing business or sections of business

Unit Sector(s)

Aquaculture operations

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SFIAQUA501C Develop a stock nutrition program

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves developing and improving a stock nutrition program for an aquacultural or ornamental enterprise. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for aquaculture culture and holding environments that rely in full or in part on formulated feeds. A stock nutrition program is closely associated with the enterprise production plan and stock health program. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan a stock nutrition program	1.1. Nutritional requirements (daily and seasonal) of ***cultured or held stock*** are determined from published data on species, research programs, historical records, industry practice and enterprise procedures. 1.2. Mechanisation or automation of process or activity, including the use of specialised contract services, is researched and ***benefits*** identified. 1.3. Plan is developed to ensure adequate nutrition is provided to achieve appropriate ***stock condition*** in line with the enterprise production plan. 1.4. Plan responds to different nutrition requirements during a ***range of conditions*** over the growing cycle

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ELEMENT	PERFORMANCE CRITERIA
	of the stock. 1.5. The most cost-effective ***approach*** to applying the required nutrients is determined. 1.6. Selected foods in the nutrition plan are researched to identify and minimise risk of adverse side effects on stock or ***stock culture or holding environment***. 1.7. Nutrition plan is documented and communicated to supervisors and management.
2. Monitor and improve the stock nutrition program	2.1. Implementation of the program is monitored by ***stock testing*** to ensure requirements of the enterprise production plan are achieved. 2.2. Nutrition program is reviewed and monitored to ensure it remains responsive to changing conditions. 2.3. New feeds or formulations are tested and introduced into nutrition program, if suitable. 2.4. Appropriate courses of action are implemented to alleviate or overcome identified shortcomings in the program. 2.5. ***Remedial action*** undertaken is documented and reported to management.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing data as the basis for making improvements to the stock nutrition program • conveying information on nutrition program to personnel for implementation • monitoring the stock nutrition program • planning skills to develop a nutrition program • testing feeds, water and stock • researching nutritional information and mechanisation or automation options for feeding and monitoring • reporting on remedial actions to management. **Literacy skills used for**:

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REQUIRED SKILLS AND KNOWLEDGE
• documenting programs • reading and interpreting enterprise production plan • reading and researching technical literature • recording information • writing and presenting reports. **Numeracy skills used for**: • analysing the cost-effectiveness of the stock nutrition program • statistical analysis of data in nutrition or feeding trials.
Required knowledge
• feeding behaviour of stock • feed delivery methods • feed preparation • feeding strategy • macro and micro-elements • nutrient cycling • nutriment deficiency or toxicity symptoms • nutritional requirements of specific stock • nutriment uptake by stock • relationship between environmental and water conditions and nutriment availability to stock • mechanisation or automation of process or activity • sources of stock nutriments • use of specialised contract services.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate	Assessment must confirm the ability to: • develop a cost-effective stock nutrition program for

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EVIDENCE GUIDE	
competence in this unit	cultured or held stock that takes into account the stock nutritional requirements under a range of conditions, the enterprise production plan and ESD principles. Assessment must confirm knowledge of: • feeding strategy • feed delivery methods • feeding behaviour • feed preparation • macro and micro-elements • nutrient cycling • nutriment deficiency or toxicity symptoms • nutritional requirements of specific stock • nutriment uptake by stock • relationship between water characteristics and nutrient availability to stock • sources of stock nutriments.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. To assess a stock nutrition program as cost-effective and meeting stock requirements under a range of conditions, the assessment period should be over at least one (1) full production cycle. Resources may include: • research material relating to stock nutrition.
Method of assessment	The following assessment methods are suggested: • case study analysis • practical exercises • project (work or scenario based) • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• ESD principles, environmental hazard identification, risk assessment and control
	• aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including international treaties and agreements
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• maritime and occupational diving operations:
	  • foreign and Australian legislation applying to quarantine and customs
	  • International Convention for the Safety of Life at Sea (SOLAS)
	  • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978)
	  • Marine Emergency Response Search and Rescue (MERSAR)
	  • National Standards for Commercial Vessels
	  • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78)
	  • Uniform Shipping Laws (USL) Code
	  • use of vessels, right of way and other marine orders, bunkering and refuelling
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions

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RANGE STATEMENT	
	• poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the

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RANGE STATEMENT	
	protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering

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RANGE STATEMENT	
	• hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.

Benefits may include:	• environmental, which may result from:
	  • better control of water quality variables within acceptable range
	  • less contaminants

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RANGE STATEMENT	
	• multi-purpose facilities, such as polyculture, aquaponics and hydroponics • reduced waste to remove or treat • reduced expenses, which may result from: • improved food conversion in stock • less manipulation of water quality variables or stock culture or holding structures • less waste to be treated or removed • more efficient energy use • reduced labour requirement for feeding activities.
Stock condition may include:	• colour • fullness • general appearance • maturation condition • meat yield • shape • size • weight.
Range of conditions may include:	• disease or parasite infestation • feeding history • life cycle phase • pest activity • predator activity • seasonal influences • stock density • time of day • water flow or water management practices • water quality characteristics • weather, climate.
Approach may include:	• augmentation (fertilisation) of culture water to increase food levels • feed delivery and feeding behaviour • provision of formulated or supplementary feeds • provision of live or cultured feeds • selection of sites for extensive (natural) feeding.
Stock culture or holding	• closed (recirculation) systems • open

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RANGE STATEMENT	
environment may include:	• semi-closed.
Stock testing may include:	• condition factor • dissections • food conversion ratios • general appearance • growth rates • nutritional profile of carcass or meat • on site or off site • proximate analysis of carcass, meat and yield.
Remedial action may include adjustments to:	• feed delivery • feed scheduling • ingredients or formulations • stocking densities • water management practices.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA502C Develop and implement an aquaculture breeding strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves developing and implementing a breeding strategy, determining breeding objectives and broodstock or progeny selection criteria and applying them to an aquaculture or ornamental enterprise. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to aquaculture and ornamental enterprises that undertake breeding. It may be a dedicated breeding facility or be part of a vertically integrated production enterprise. Breeding enterprises operate under strict permits that stipulate requirements necessary to comply with environmental protection regulations. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine breeding objectives	1.1. ***Breeding strategy requirements*** are determined taking into account the capacity of the ***facility***, relevant ***characteristics of cultured or held stock*** and marketing and production plans. 1.2. Breeding and production records are interpreted and used as the base line for breeding strategy.

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ELEMENT	PERFORMANCE CRITERIA
	1.3. ***Economic assessments*** are undertaken to establish the feasibility of breeding objectives. 1.4. ***Selection aims or goals*** are determined according to enterprise or customer requirements.
2. Determine and apply selection criteria	2.1. ***Visual and objective methods*** of good stock selection are determined. 2.2. Criteria are established for female and male selection. 2.3. Broodstock that fail to meet selection criteria are culled. 2.4. Broodstock and ***genetic material*** are identified, samples sent for analysis by external laboratory, results received and genetic and disease implications assessed.
3. Manage the breeding program	3.1. Breeding facilities are planned and managed to meet veterinary guidelines and broodstock requirements. 3.2. Broodstock ***maturation or spawning treatments***, where applicable, are implemented. 3.3. Fertilisation and progeny rearing strategy is determined according to breeding objectives. 3.4. Stock for sale are identified according to the breeding strategy and sale complies with ESD principles and environmental protection permit requirements. 3.5. Breeding objectives are evaluated. 3.6. Replacement broodstock are selected according to the breeding strategy. 3.7. Mechanisation or automation of process or activity, including the use of specialised contract services, is researched and recommendations made to management. 3.8. Data from stock selection and sales is gathered and analysed to determine the success of the breeding program against breeding strategy and objectives. 3.9. Breeding plan is documented to detail all procedures and updated for changes in the breeding objectives. 3.10. Personnel are directed on the implementation of the breeding plan.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing economic and production data • calculating genetic gain and evaluating it • developing breeding strategy and setting breeding objectives • directing personnel on implementing the breeding plan • researching veterinary guidelines and broodstock requirements • selecting female and male broodstock • selecting genetic resources. **Literacy skills used for**: • compiling detailed stock records • designing and documenting programs • interpreting laboratory reports and permit requirements • reading and assessing literature. **Numeracy skills used for**: • calculating percentage per proportion of sexes used, and traits passed on to progeny • counting stock.
Required knowledge
• assessment criteria to determine the effectiveness of breeding • basic principles of genetics • breeding and life cycle biology of cultured or held stock • breeding strategy available • breeding techniques and programs which maximise genetic gain • economic assessment of production characteristics • genetic development in aquaculture and ornamental stock • mechanisation or automation of process or activity • risks associated with breeding program • use of specialised contract services.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • select desired trait • select suitable broodstock and genetic material • plan and manage breeding facilities • implement maturation or spawning treatments • manage the breeding program • assess effectiveness of strategy. Assessment must confirm knowledge of: • assessment criteria to determine effectiveness of breeding strategies • breeding and life cycle biology of culture stock • breeding strategies.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Assessment will need to cover several breeding cycles and at least two (2) species common to the region. Resources may include: • broodstock and genetic material • broodstock handling facility.
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• ESD principles, environmental hazard identification, risk assessment and control
	• aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including international treaties and agreements
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment
	  • soil and water management
	  • use of chemicals and biological agents
	  • use of firearms and powerheads
	  • use of utilities, including water, natural gas, electricity and sewage
	  • water or land lease, tenure or ownership and use
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer

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RANGE STATEMENT	
	requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially

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RANGE STATEMENT	
	for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency

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RANGE STATEMENT	
	Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Breeding strategy requirements may include:	• crosses and use of hybrids • emasculation or single sex manipulation • induced spawning • natural spawning • other sterilising methods • polyploidy • source of broodstock (wild caught or captive breed) check for local strains • source of stock (wild caught or captive breed) - check for local strains • stripping of gametes.
Facility may include:	• broodstock holding facility • nursery • spawning and larval rearing facility (hatchery).
Characteristics of cultured or held stock may include:	• numbers required • optimum size or grade to stock culture units • optimum time to stock culture units • size or life cycle phase required.
Economic assessments may include:	• condition • costs and benefits of alternative strategies • feed conversion ratio (FCR) • growth rates • percentage improvement per generation • proportion of desired traits • survival rates and hardiness.
Selection aims or goals may include:	• breeding goals • disease resistance

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RANGE STATEMENT	
	• family selection criteria • faster growth • improved production history • improved profitability • improved survival hardiness • strain selection criteria.
Visual methods may include:	• age • general appearance and colour • percentage deformity • sex ratio • size • temperament.
Objective methods may include:	• body weight • condition and gonad maturation • disease infestations or parasites • disease susceptibility and survivability • flesh colour and condition • growth rate • previous breeding success • standard selection indices • vitality and hardiness.
Genetic material may include:	• cell cultures • ova (non-fertilised and fertilised) • sperm.
Maturation or spawning treatments may include:	• eyestalk and ablation • food availability • hormonal or chemical • light • pH • salinity • stripping of gonadesgonads • temperature • tidal or water flow.

Unit Sector(s)

Unit sector	Aquaculture operations

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA503C Establish an aquacultural enterprise

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves establishing an aquacultural or ornamental business or enterprise. An enterprise may be interpreted as a development initiative which will involve commitment of resources to support an activity that will have achievable outcomes. Competency involves the self-directed development of knowledge with substantial depth across a number of areas with a range of skills. Business planning and management competencies are usually used independently and are substantially non-routine. Significant judgement is required. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit applies to a start-up business or an established business expanding its production levels or changing its production focus to a new species or development stage. Examples might be a new hatchery shed, production unit facility or a consulting or advisory service. The establishment of an enterprise is likely to be undertaken alone or under limited guidance in line with a broad plan, budget or strategy. Designing and planning of stock culture or holding systems and structures are covered in SFIAQUA508C Plan and design stock culture or holding structures and systems. Designing and planning water supply and disposal systems are covered in SFIAQUA507C Plan and design water supply and disposal systems. All enterprise or workplace procedures and activities are

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	carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define enterprise requirements	1.1. Target market opportunity or business need is defined based on appropriate evidence, industry practice and reasoned argument or analysis. 1.2. Selection of species, culture technology and size of operation are based on this analysis and included in business plan. 1.3. Mechanisation or automation of process or activity, including the use of specialised contract services, is researched and introduced. 1.4. Legal requirements impacting on a proposed enterprise are identified.
2. Choose a ***worksite***	2.1. Property market is scanned for purchase or leasing possibilities, and site is decided upon based on business plan. 2.2. Contractual arrangements are entered into based on legal requirements and business plan.
3. Develop a worksite plan	3.1. Features of the site are incorporated into worksite plan to allow most effective construction program. 3.2. ***Construction plan***, including budget and work schedule is drawn up in consultation with senior personnel taking into account appropriate considerations. 3.3. Relevant building or development permits or approvals are obtained.
4. Coordinate construction	4.1. Appropriate labour, materials and resources are organised and construction undertaken according to construction plan. 4.2. Contractors, consultants and construction work are monitored against drawings and work plans, and negotiation undertaken, where necessary. 4.3. Site is commissioned, ensuring all systems are operational and according to plans and permits or approvals.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- choosing an efficient worksite fit for purpose
- consulting with senior personnel on construction plan, budget and work schedule
- coordinating construction, approvals and permits
- decision making
- negotiating with contractors, consultants, suppliers and property agents
- planning to:
  - define site requirements from business plan
  - develop a construction plan, including a budget and work schedule
- researching:
  - legal requirements
  - market opportunities
  - mechanisation and automation
  - specialised contract services.

Literacy skills used for:

- interpreting aquaculture engineering publications
- reading and interpreting contracts
- reading and interpreting work plans, specifications and drawings
- reading and writing business plans and worksite construction plans
- researching and analysing information and data.

Numeracy skills used for:

- drawing up budget and work schedules
- interpreting work and site plan specifications
- negotiating with contractors and consultants.

Required knowledge

- contract and building laws and regulations
- management and employment of contractors and consultants
- mechanisation or automation of process or activity
- project and budget management
- selection of market, species, technology, site and size of operation
- site plans, specifications and working drawings
- use of specialised contract services.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in t his unit	Assessment must confirm the ability to: • plan for the development of an aquaculture enterprise and implement the plan. Assessment must confirm knowledge of: • business planning • culture technology • regulations impacting on an aquaculture enterprise • site selection • species selection.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. The enterprise may be a new business, or a new enterprise within an existing business. Resources may include: • budget • business plan.
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • work scenario or case study • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, licensing and other compliance requirements may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)

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RANGE STATEMENT	

	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• maritime and occupational diving operations:
	  • foreign and Australian legislation applying to quarantine and customs
	  • International Convention for the Safety of Life at Sea (SOLAS)
	  • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978)
	  • Marine Emergency Response Search and Rescue (MERSAR)
	  • National Standards for Commercial Vessels
	  • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78)
	  • Uniform Shipping Laws (USL) Code
	  • use of vessels, right of way and other marine orders, bunkering and refuelling
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment
	  • soil and water management
	  • use of chemicals and biological agents
	  • use of firearms and powerheads
	  • use of utilities, including water, natural gas, electricity and sewage
	  • water or land lease, tenure or ownership and use
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer requirements

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RANGE STATEMENT	
	• third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood

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RANGE STATEMENT	
	premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into

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RANGE STATEMENT	
	environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Worksite may include:	• depots • growing or holding facilities

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RANGE STATEMENT	
	• hatchery and nursery • office and administration • post-harvest or processing facilities • shop • storage areas • workshops.
Construction plan takes into account:	• business planning • climatic conditions and changes • ESD and OHS requirements • marketing requirements • production amounts/scheduling • seasonal variations of production cycle • staff and contractor availability • strategic direction of business.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA504C Plan environmentally sustainable aquacultural practices

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves planning and implementing strategies and systems for sustainable environmental and socioeconomic aquacultural or ornamental practices in the workplace. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare and implement environmental strategies	1.1. Environmental and aesthetic values are assessed for enterprise location, ***cultured or held stock***, construction and operation. 1.2. Financial and other resources are identified and allocated for environmental management within the enterprise. 1.3. Environmental management strategies that ensure compliance with legislative requirements are incorporated into risk mitigation procedures. 1.4. Strategies are assessed for their effectiveness in reducing environmental impacts from the enterprise, including ongoing reduction of waste, adverse impacts with ***wildlife*** and ***other resource users***/***uses***,

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ELEMENT	PERFORMANCE CRITERIA
	as well as energy and water efficiency. 1.5. Newly available technologies are incorporated into environmental management strategies if found practicable and feasible. 1.6. Professional assistance is obtained appropriate to the complexity of the task and financial risk involved and ***appropriate bodies consulted***. 1.7. Any community concerns are identified and addressed in the development of strategies. 1.8. Environmental management plan is designed based on risk identification and mitigation procedures. 1.9. Environmental management plan reflects the requirements of the business plan, production plan and other ***planning parameters*** and is achievable with the enterprise's resources and budget. 1.10. Water quality and ongoing environmental monitoring plans are developed and documented, and areas of responsibility communicated to staff. 1.11. Mechanisation or automation of process or activity, including the use of specialised contract services, is researched and introduced.
2. Design a waste management system	2.1. Wastes and outputs are identified for inclusion in the waste water management system. 2.2. ***Waste water management system*** ensures collection, treatment, storage and re-use of stock and other facility wastes in the most ***efficient*** manner. 2.3. Where appropriate, materials and consumables obtained by the enterprise are from recycled or re-useable materials and obtained in amounts that result in packaging and waste reduction. 2.4. Composting, shredding, re-using and recycling are used as and when appropriate. 2.5. Waste disposal contractors are identified, terms negotiated and business awarded according to the environmental management plan. 2.6. Performance of the contract is monitored and action taken where variance is identified.
3. Conserve energy resources	3.1. Machinery purchase, management and operation procedures reflect efficient use of machinery to reduce fuel usage and ***emissions or discharges***. 3.2. Energy used for heating, cooling, lighting and operation of remote appliances is efficient and from

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ELEMENT	PERFORMANCE CRITERIA
	alternative sources where appropriate and available. 3.3. ***Design of buildings and structures*** takes into consideration the use of passive energy for lighting, heating and shelter.
4. Conserve water resources	4.1. Water is managed to optimise its use. 4.2. Contamination of water effluent with chemicals or wastes is minimised through sound utilisation strategies. 4.3. Settlement ponds, effluent treatment works and waste reduction processes are used appropriately.
5. Minimise adverse interactions with wildlife and other resource users	5.1. Potential interactions with wildlife and other resource users are identified and regularly assessed for level of adverse impacts. 5.2. Strategies are developed to mitigate adverse interactions.
6. Undertake an environmental audit	6.1. Environmental audit takes into consideration ***relevant factors***. 6.2. Reports are prepared according to enterprise, customer and legal requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating with work teams and management • relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • consulting with external bodies/agencies, community groups and industry specialists • conserving energy resources • managing water use • minimising waste • preparing and implementing strategies • undertaking an environmental audit.

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REQUIRED SKILLS AND KNOWLEDGE
Literacy skills used for: • interpreting aquaculture engineering publications • interpreting technical and regulatory documents • writing an environmental audit report. **Numeracy skills used for**: • allocating financial resources • calculating energy and water efficiency • assessing financial risk • applying formulae for design criteria, such as water flows, pump effectiveness, temperature control and oxygen injection.
Required knowledge
• antibiotic, pesticide and herbicide resistance • effect of effluent on plants, animals and environment • energy flows and food webs • environmental control standards • land catchment and coastal processes • legislative requirements, including OHS, HAZCHEM, duty of care and dangerous goods • noise, dust, odour and light control • nutrient cycling • principles of composting and waste management • principles of integrated and sustainable agriculture and aquaculture systems • mechanisation or automation of process or activity • risk identification and reduction • soil testing processes and procedures and results interpretation • use of specialised contract services.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • develop environmental management strategies and systems that use available resources and meet enterprise procedures and legislative requirements, and to communicate these to staff. Assessment must confirm knowledge of: • aquaculture systems • effects of chemicals and water quality on aquatic organisms • regulations impacting on aquaculture.
Context of and specific resources for assessment	Assessment is to be based around an actual aquaculture enterprise or simulated through a detailed case study. Resources may include: • models and farm hatchery components.
Method of assessment	The following assessment methods are suggested: • work-based project • work-based scenario or case study • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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RANGE STATEMENT	

Relevant government regulations, licensing and other compliance requirements may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• maritime and occupational diving operations:
	  • foreign and Australian legislation applying to quarantine and customs
	  • International Convention for the Safety of

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RANGE STATEMENT	
	Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code • use of vessels, right of way and other marine orders, bunkering and refuelling • land, buildings and vehicles: • buildings and structures design and appearance, constructions and additions • poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance

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RANGE STATEMENT	
	notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products

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RANGE STATEMENT	
	• product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified organisms, live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory

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RANGE STATEMENT	
	• reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates

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RANGE STATEMENT	
	• for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Wildlife may include:	• introduced species • native fauna • native flora • protected areas • protected species.
Other resource users*/*uses may include:	• commercial and recreational fishing • commercial, Indigenous and recreational shipping • divers, swimmers, water skiers and wind surfers • farmers, agriculturists, foresters and industrialists • heritage areas, national parks and marine parks • Indigenous and other community groups • naturalists, bird watchers and botanists • owners of neighbouring land or housing.
Appropriate bodies consulted may include:	• Coastcare and Landcare and catchment management groups • consultants and specialists • councils • governments • non-government organisations and other stakeholder groups • provision for the evaluation of environmental assets for insurance purposes • statutory bodies.

Planning parameters may include:	• access to:
	  • land
	  • power
	  • water
	  • other inputs or materials
	• area available for waste distribution/storage/treatment capacity
	• availability of water, ground water levels, water

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RANGE STATEMENT	
	re-use or recycling systems • chemical use • climate • culture or holding system type • disease status within the stock • exotic stock regulations/notifiable diseases • financial resources • future increases in stock numbers and individual sizes (biomass) • future increases in supplementary feeding • intensity of operations • labour resources • minimise escapes • minimise genetic interaction • proximity to neighbours • quarantine requirements • siting of culture or holding structures in relation to areas where wastes will be collected • soil and water type • stock flow alterations • stock species, type and numbers • stock transfer/movement • topography • volume of waste currently produced, future trends, relevant legislation and regulations relating to waste management • whole farm planning.
Waste water management systems may include:	• composting and worm farms • filter feeding species and aquatic plants or seaweeds • integrated aquaculture or agriculture, hydroponics or aquaponics • spreading irrigation to paddocks, crops or trees • recycling • self-composting toilets and septic tanks • settlement ponds or lagoons and constructed wetlands.
Efficient may include:	• cost-effectiveness • effective conservation of waste into a useable forms • efficiency in overall design and operation

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RANGE STATEMENT	
	• environmental friendliness • labour relations • maximising benefit from recycled wastes • meeting the legal requirements • resource utilisation efficiency, recycling or reuse.
Emissions or discharges may include:	• gas • light • liquids and solids • noise • odour and fumes • particulates and dust • smoke • vapour.
Alternative energy sources may include:	• biogas • solar generators, tubing and panels • water generators (hydro-electric) • wind generators.
Design of buildings and structures may include:	• building materials • cavity sizes • location and construction of windows • orientation of building or structure • planting surrounding the building or structure • self-composting toilets • use of colour • waste disposal • windbreaks • workplace services for employees.

Relevant factors may include:	• topography and characteristics of area, including:
	  • ambience
	  • biology
	  • climate
	  • current policies and practices
	  • energy use
	  • flora and fauna
	  • geology
	  • heritage
	  • hydrology

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RANGE STATEMENT	
	• noise, dust, light and odour control • oceanography • overburden of vegetation • presence of protected species • surrounding human activities • surrounding vegetation and wildlife • water availability and use.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA505C Plan stock health management

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves planning for stock health management, including developing and communicating enterprise procedures for managing and monitoring stock health and welfare. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop a stock health management program	1.1. ***Stock health issues*** are identified from published data, historical records and industry consultation. 1.2. ***Management options*** are defined relative to desired quality, quantity and productivity requirements of marketing and production plans. 1.3. Health plan is developed which defines enterprise procedures and specific responsibilities of operational elements to achieve required outcomes. 1.4. Plan is communicated effectively and systems are established to assess if required outcomes are achieved. 1.5. Mechanisation or automation of process or activity, including the use of specialised contract services, is researched and introduced.

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ELEMENT	PERFORMANCE CRITERIA
2. Develop a stock monitoring program	2.1. The production, marketing, seasonal and environmental influences on stock health issues are identified and taken into account when selecting ***monitoring methods***. 2.2. Monitoring plan defines procedures and specific responsibilities of operational elements to achieve required outcomes. 2.3. Plan is communicated effectively and systems are established to assess if required outcomes are achieved. 2.4. Professional assistance is sought where appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating with work teams and management • consulting with industry health specialists • organising systems to support health plan • planning • researching stock health issues, options for mechanisation or automation and specialised services • undertaking a health analysis on stock • using a microscope to identify pathogens and diseases and monitor water quality. **Literacy skills used for**: • documenting health plan and writing procedures • monitoring literature (written or electronic), regulations and economic data. **Numeracy skills used for**: • calculating cost-benefit of various treatment/prevention options • interpreting monitoring data.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• management of environmental (non-pathogenic) diseases • management of pests, predators and diseases • mechanisation or automation of process or activity • strategic aspects of managing stock health • planning treatment strategies • plant and animal physiology • use of specialised contract services.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • develop, advise and monitor stock health management plans • identify issues and activities critical to the management and monitoring of stock health and to develop enterprise procedures which provide clear direction for employees involved in such activities • identify common disease/parasite organisms • make appropriate informed decisions. Assessment must confirm knowledge of: • economic aspects of aquacultural activities • external influences on stock health programs, such as legislation and consumer acceptance • stock health requirements • stock pathology.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment.

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EVIDENCE GUIDE	
	Resources may include: • pathogen specimen laboratory.
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • scenarios or case studies • written or oral short-answer questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations**, **licensing and other compliance requirements may include:	• business or workplace operations, policies and practices: • commercial law, including fair trading and trade practices • consumer law • corporate law, including registration, licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals

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RANGE STATEMENT	

	• worker's compensation
	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• maritime and occupational diving operations:
	  • foreign and Australian legislation applying to quarantine and customs
	  • International Convention for the Safety of Life at Sea (SOLAS)
	  • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978)
	  • Marine Emergency Response Search and Rescue (MERSAR)
	  • National Standards for Commercial Vessels
	  • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78)
	  • Uniform Shipping Laws (USL) Code
	  • use of vessels, right of way and other marine orders, bunkering and refuelling
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment

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RANGE STATEMENT	
	• soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed

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RANGE STATEMENT	
	moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter

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RANGE STATEMENT	
	• managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB)

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RANGE STATEMENT	
	• protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Stock health issues may include:	• bacteria • fungi • other pathogens • parasites (endo and ecto) • pest or competitor organisms • pollutants or contaminants • predators • symbionts • viruses • worms (e.g. polychaetes and nemerteans).
Management options may include:	• barrier control (e.g. quarantine and disinfection) • bath treatments (e.g. chemicals or freshwater/saltwater) • biological control (e.g. cleaner fish) and probiotics • cannibalism • cleaning of culture or stock holding structures • cull stock • environmental or water quality manipulation • injections (e.g. therapeutics and vaccines) • nutrition and feeding hierarchy • oral treatment (e.g. therapeutics) • pest, pathogen or predator exclusion (e.g. filters, UV and ozone) • provision of shelter or hides • regular grading • resistant phase/species • shelter, cover and hides

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RANGE STATEMENT	
	• stocking densities • stress • water.
Monitoring methods may include:	• behaviour (visual), such as swimming (finfish), feeding, crawling (crustaceans) and gaping (molluscs) • feeding activity and feed conversion ratio (FCR) • laboratory (e.g. gill smears and blood parameters) • mortalities • physical external or internal appearance • weight gain or loss.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA507C Plan and design water supply and disposal systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves designing water supply and disposal systems for aquacultural enterprises and facilities, mostly for on-land (tanks, ponds and raceways) operations. Planning and designing water supply and disposal systems requires skills in aquatic engineering and the application of underpinning knowledge with depth in areas, such as hydrology, pumps and power supply, and waste management. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to aquacultural water supply and disposal systems. They may be manually operated systems and monitoring, or fully automated systems with computer control and monitoring. Standards of uniformity and efficiency may vary from system to system. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine design requirements	1.1. ***Water types*** and ***water sources*** are determined so that ***water budget*** is developed to ensure water is available in sufficient quantities at all times. 1.2. ***Water and soil quality*** are determined to ensure appropriate environment is provided for cultured or

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ELEMENT	PERFORMANCE CRITERIA
	held stock and past records are analysed to determine water flow variability. 1.3. ***Water transfer***, ***recharge***, ***reuse and treatment systems*** are designed to conserve natural resources and match requirements for cultured or held stock. 1.4. ***Culture or holding structures and systems*** are positioned to make the best use of water resources. 1.5. Water requirements are matched with enterprise production forecasts, expansion plans and seasonal variation. 1.6. Process of collecting or storing water does not degrade the water quality for the enterprise or the environment. 1.7. Design calculations and ***decisions*** are documented to enterprise requirements and construction specifications define the work required to make suitable water available to the enterprise. 1.8. Environmentally sensitive areas are identified and protected according to local, state, territory and national legislation and land degradation issues are identified. 1.9. Allowable effluent standards are determined.
2. Define pumping and power systems	2.1. Pumps are selected, on the basis of expert advice, to deliver water efficiently from the water source or storage, when needed, and at the flow and pressure required to operate the distribution system to the design specifications. 2.2. Pump motor combinations are efficient, reliable, functional, serviceable and flexible for the intended application. 2.3. Relationship between capital and operational costs is optimised, including a comparison of energy sources. 2.4. Structures, valves, accessories and performance indicators are selected and integrated into a functional system that can be monitored and maintained according to enterprise procedures. 2.5. Design calculations and decisions are documented. 2.6. Construction specifications define work required to make suitable pumping and power system available to enterprise. 2.7. Power supply design specification is checked with power authorities. 2.8. Risks associated with power configurations, personal

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ELEMENT	PERFORMANCE CRITERIA
	safety, water pressures and loads are identified and minimised through system design and appropriate operating procedures.
3. Design a distribution system	3.1. Detailed topographic survey is commissioned or an accurate map is obtained showing extent, pond/tank layout, physical constraints and contours with suitable interval. 3.2. Excavation and earth moving plan is developed and internal or outside personnel, labour and machinery identified. 3.3. Water budgets are determined according to evaporation and seepage characteristics and water usage practices. 3.4. Distribution systems are evaluated and designed according to a range of ***key variables***, including the ability to isolate areas/systems for disease control or maintenance. 3.5. Pipes, valves and fittings are sized according to design system specifications so that capital cost is balanced against operation costs over the anticipated system life. 3.6. Flows, water levels and pressures are achievable for the pumps. 3.7. Mechanisms for controlling and adjusting pressure are included and isolation valves direct water to areas with different water flow schedules. 3.8. Channel systems and attendant structures are designed according to system requirements and channel flow velocities are calculated. 3.9. Soil types are compared for erodibility, and suitable fill selected for construction. 3.10. Construction plans and specifications define work required to achieve the desired standards of uniformity and efficiency of water application.
4. Design a drainage, storage and treatment system	4.1. Regional geology and geography is investigated to predict sustainability of pond construction and water storage. 4.2. Site investigations determine depth of clay, depth of ground water, soil and water salinity and structural or chemical impediments and calculations, and costings determine the most cost-effective storage system. 4.3. Designs are developed in conjunction with contractors and authorities.

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Drains and structures are capable of carrying the design water volumes and flow intensities. 4.5. Waste water treatment structures are incorporated.
5. Determine capital expense budget	5.1. Design calculations and decisions are documented and relevant information communicated clearly through plans, specifications and manuals. 5.2. Design output is checked by a competent designer against enterprise objectives. 5.3. Material requirements are determined and documented from plans and specifications. 5.4. Labour requirements are estimated based upon documented work schedule with reasonable allowance for variances in work schedules. 5.5. Costing attributed to each component is based upon quoted information from suppliers or sound analysis of individual elements.
6. Establish management procedures	6.1. Operating expense budget confirms all expenses applicable are applied to the completed water supply and disposal system. 6.2. ***Contingency plans*** are developed in the event of reduced water quality or quantity. 6.3. Procedure is developed for handling notifications from authorities pertaining to water supply and disposal. 6.4. Involvement is undertaken in an integrated regional approach to water monitoring, quality and quantity supply issues and future planning. 6.5. Mechanisation or automation of process or activity, including the use of specialised contract services, is researched and introduced. 6.6. Record keeping procedures are established for managing water supply and disposal system that meet administrative, enterprise and regulatory requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysing soil and water
- communicating with contractors and authorities
- relating to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- costing design and operation of water supply and disposal system
- defining pumping and power systems
- designing a distribution system
- designing a drainage, storage and treatment system
- designing temperature controls
- determining capital expense budget
- determining design requirements
- hydrology and aquatic engineering
- planning for contingencies and monitoring
- undertaking risk analysis and mitigation.
-

Literacy skills used for:

- documenting design, specifications and procedures
- maintaining records
- reading equipment operator manuals
- reading literature and extracting information
- writing reports.

Numeracy skills used for:

- applying formulae for determining water flow and temperature controls
- budgeting for the system design and operation
- determining material requirements and estimating labour requirements
- reading flow, pump charts and equipment specifications
- recording flow, water quality data.

Required knowledge

- automatic control and monitoring systems
- budgeting, waste management and environmental issues
- contractual developments and obligations
- design processes
- drainage and storage development technology
- Environmental Protection Agency (EPA) and water authority regulations

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REQUIRED SKILLS AND KNOWLEDGE
• latest pump technology • latest treatment technology • mechanisation or automation of process or activity • pipe specifications and flow dynamics • use of specialised contract services.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • plan and design aquaculture water supply and disposal systems and establish operational parameters and procedures. Assessment must confirm knowledge of: • aquatic organism physiology • design process for water supply and disposal systems • regulations and local water authority regulations • pumps and pipe mechanisms/operation • water quality monitoring • water treatment .
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • work-based scenario or case study • analytical laboratory equipment.
Method of assessment	The following assessment methods are suggested: • case studies

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EVIDENCE GUIDE	
	• demonstration • practical exercises • project (work or scenario based) • questions written or oral.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ESD principles, environmental hazard identification, risk assessment and control

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RANGE STATEMENT	

	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• maritime and occupational diving operations:
	  • foreign and Australian legislation applying to quarantine and customs
	  • International Convention for the Safety of Life at Sea (SOLAS)
	  • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978)
	  • Marine Emergency Response Search and Rescue (MERSAR)
	  • National Standards for Commercial Vessels
	  • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78)
	  • Uniform Shipping Laws (USL) Code
	  • use of vessels, right of way and other marine orders, bunkering and refuelling
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment
	  • soil and water management
	  • use of chemicals and biological agents
	  • use of firearms and powerheads

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RANGE STATEMENT	
	• use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.

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RANGE STATEMENT	
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device

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RANGE STATEMENT	
	(PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Water types may include:	• brackish water (3-30 ppt) • freshwater (generally <3 ppt) • hypersaline (>41 ppt) • made up (salt mix is added to water according to requirements) • salt water (31-40 ppt) • soft and hard.
Water sources may include:	• bore (e.g. artesian) • catchment (e.g. dam and reservoir) • coastal and ocean • rivers and streams • surface (e.g. spring and soak) • tidal creeks and estuaries • town or scheme.
Water budget may include:	• availability of water in different regions of facility • evaporation and seepage losses

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RANGE STATEMENT	
	• options on amount of water disposed daily or weekly • water holding capacity on-farm (storage) • volume of water required for emergency procedures • volume of water required for normal operations • volume of water required to fill cultured or held structures.
Water and soil quality may include:	• pH, salinity, temperature, dissolved oxygen and hardness • presence of diseases and other pathogenic organisms • presence of predator or competing organisms • sources of contaminants (e.g. heavy metals, nutrients, pesticides, herbicides and sewage) • water holding capacity of soils (e.g. clay content) and degree of overburden.
Water transfer, ***recharge***, ***reuse and treatment systems*** may include:	• alum • disinfection • filtration (e.g. chemical, mechanical and biological) • gravity • irrigation • nutrient removal • overflow • oxygenation • protein skimmers • pump (e.g. mechanical) • sediment collection • settlement or soak ponds • soak • temperature, salinity, pH and hardness • tidal • ultraviolet (UV) and ozone.
Culture or holding structures and systems may include:	• blowers, aerators, paddlewheels and aspirators • cages, pontoons, enclosures and pens, including associated moorings, anchors, floats and markers • dams, ponds and pools • display tanks, aquaria and aquascapes • greenhouses, hothouses and igloos

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RANGE STATEMENT	
	• grow out facilities, hatcheries and nurseries • harvesting swimways, canals or channels • live holding tanks, bins, cages and pens • longlines, posts, racks and rails, rafts, fences, socks, trays, sticks, baskets, modules, barrels, bags and panels • open, flow-through, closed and semi-closed systems • pest, predator and disease control structures • purging or depurating systems • tanks, raceways and recirculating systems • water supply and disposal or effluent systems including pumps, pipes, canals, channels, settlement ponds and storage dams.
(Design) ***decisions*** may be influenced by:	• budget • environmental constraints • owner preferences • quoting procedures.
Key variables may include:	• ability to undertake emergency procedures • efficiency of water use in various stock/weather situations • specialist water supply consultant • uniformity of distribution to culture of holding system.
Contingency plans may include:	• alternative transport facilities • auxiliary oxygen supply • backup power supply • filter supplies • monitoring alarms • plumbing supplies • procedures in place in event of reduced water flow or water quality or other emergency.

Unit Sector(s)

Unit sector	Aquaculture operations

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA508C Plan and design stock culture or holding systems and structures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves designing stock culture or holding structures and systems for aquacultural enterprises and facilities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application to stock culture and holding structures and systems. They may be manually operated systems and monitoring, or fully automated systems with computer control and monitoring. Standards of uniformity and efficiency may vary from system to system. All enterprise or workplace procedures and activities are carried out according to relevant government regulations, licensing and other compliance requirements, including occupational health and safety (OHS) guidelines and ecologically sustainable development (ESD) principles. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate personal protective equipment (PPE) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine appropriate location or orientation	1.1. Type of culture or holding structure or system is determined to ensure appropriate environment is provided for cultured or held stock. 1.2. Numbers of structures are determined to ensure stock is available in sufficient quantity at harvest. 1.3. Water use and culture or holding structure or system are designed, located or orientated to make the best use of water resources. 1.4. Mechanisation or automation of process or activity, including the use of specialised contract services, is researched and introduced. 1.5. Design calculations and decisions are documented

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ELEMENT	PERFORMANCE CRITERIA
	and construction specifications define the work required to make suitable culture or holding structures available. 1.6. Environmentally sensitive areas are identified and protected according to local, state, territory and national legislation and land degradation issues identified.
2. Design culture or holding structures and systems	2.1. Individual culture or holding structures are designed to provide optimal conditions for the cultured or held stock and to be combined into reliable, functional, serviceable and flexible systems for the intended operations. 2.2. All ***production inputs and culture or holding activities*** are considered in the design of the systems. 2.3. ***Construction materials*** are selected to suit the design specifications and design calculations and decisions are documented. 2.4. Relationship between capital and operational costs is optimised, including a comparison of energy sources. 2.5. Power supply design specifications are checked with power authorities. 2.6. Structures, valves, accessories and performance indicators are selected and integrated into functional systems that can be monitored and maintained. 2.7. Construction specifications define work required to achieve the required standards of uniformity and efficiency of culture or holding operations according to industry standards.
3. Determine capital expense budget	3.1. Design calculations and ***decisions*** are documented and relevant information is communicated clearly through plans, specifications and manuals. 3.2. Design output is checked by a competent designer against enterprise objectives. 3.3. Materials requirements are determined and documented from plans and specifications. 3.4. Labour requirements are estimated, based upon documented work schedule with reasonable allowance for variances in work schedules. 3.5. External labour and hire equipment contracts are negotiated and confirmed with management. 3.6. Costing attributed to each component is based upon quoted information from suppliers or sound analysis

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ELEMENT	PERFORMANCE CRITERIA
	of individual elements.
4. Determine operating expense budget	4.1. Operating expense budget confirms all expenses are applied to the completed stock culture or holding system.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• applying analytical processes to identify labour and cost savings, and improved efficiencies • communicating with contractors, suppliers and management • defining culture systems • designing a culture or holding structure and integrating that into a culture or holding system • determining capital expense budget and operating expense budget • determining design requirements • negotiating contracts for labour and equipment hire • organising costing, labour, contractors, suppliers, materials and equipment • researching mechanical and automation options. **Literacy skills used for**: • documenting design and specifications • interpreting technical literature and design specifications • maintaining records • reading equipment operator manuals • writing reports. **Numeracy skills used for**: • applying formulae to determine flows, pump efficiency, dissolved oxygen and water requirements, and volume and surface area • budgeting and reviewing costings • comparing energy sources.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• automatic control and monitoring systems • biological requirements of cultured of held stock • budgeting, waste management and environmental issues • contract development and management • design processes • government regulations • latest culture technology • mechanisation or automation of process or activity • use of specialised contract services.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to:
	• design basic systems
	• assess impact of designed system on:
	  • cost reduction and efficiency
	  • labour
	  • OHS
	  • stock.
	
	Assessment must confirm knowledge of:
	• aquaculture engineering
	• aquatic organism physiology
	• functions of stock culture or holding structure components
	• stock, biological and production cycles.

Context of and specific resources for	Assessment is to be conducted at the workplace or in a

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EVIDENCE GUIDE	
assessment	simulated work environment. It should involve planning and designing one or more culture structures typically used in the region. Resources may include: • farm or hatchery components.
Method of assessment	The following assessment methods are suggested: • case studies • demonstration • practical exercises • project (work or scenario based) • written or oral short-answer questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices: • commercial law, including fair trading and trade practices • consumer law • corporate law, including registration, licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch

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RANGE STATEMENT	
	agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including: • Australian Exclusive Economic Zone • international treaties and agreements • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • Indigenous native title, land claims and cultural activities, including fishing by traditional methods • maritime and occupational diving operations: • foreign and Australian legislation applying to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code • use of vessels, right of way and other

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RANGE STATEMENT	

	marine orders, bunkering and refuelling
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment
	  • soil and water management
	  • use of chemicals and biological agents
	  • use of firearms and powerheads
	  • use of utilities, including water, natural gas, electricity and sewage
	  • water or land lease, tenure or ownership and use
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer requirements
	  • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).

OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling

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RANGE STATEMENT	
	and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World

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RANGE STATEMENT	
	Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Culture or holding structure or system may include:	• blowers, aerators, paddlewheels and aspirators • cages, pontoons, enclosures and pens, including associated moorings, anchors, floats and markers • dams, ponds and pools • display tanks, aquaria and aquascapes • greenhouses, hothouses and igloos • grow out facilities, hatcheries and nurseries

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RANGE STATEMENT	
	• harvesting swimways, canals or channels • live holding tanks, bins, cages and pens • longlines, posts, racks and rails, rafts, fences, socks, trays, sticks, baskets, modules, barrels, bags and panels • open, flow-through, closed and semi-closed systems • pest, predator and disease control structures • purging or depurating systems • tanks, raceways and recirculating systems • water supply and disposal or effluent systems, including pumps, pipes, canals, channels, settlement ponds and storage dams.
Production inputs and culture or holding activities may include:	• chemicals and treatments • food and nutriments • handling • harvesting • pest, predator and disease control • post-harvest • stocking • transport • water supply and disposal.
Construction materials may include:	• brick • concrete • earth • fibreglass • glass • nylon • PVC, polyethylene and other plastics • stainless steel and treated metals • wood.
(Design) ***decisions*** may be influenced by:	• budget • environmental constraints • owner preferences • product availability • quoting procedures.

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Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA509B Develop stock production plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves developing a stock production plan for an aquaculture or ornamental enterprise following a detailed analysis of requirements. The plan is to incorporate all relevant stages of facility operations, including labour, equipment and transport requirements. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine requirements	1.1. ***Cultured or held stock*** production targets for each ***stage or component of the enterprise*** are established consistent with marketing, business plans and sustainable aquaculture practices policy. 1.2. Suitability of water resources for stock is assessed. 1.3. Current information on ***government regulations relevant to farm ownership/possession*** and ***farm production*** is obtained and action taken, or policies and procedures developed, to ensure compliance. 1.4. ***Production facilities*** are assessed for appropriate type, condition, location and size/number to achieve production plans targets or arrangements made to

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ELEMENT	PERFORMANCE CRITERIA
	bring them up to required standard. 1.5. Mechanisation or automation of process or activity, including the use of specialised contract services, is researched and introduced 1.6. Labour and ***equipment requirements*** are determined. 1.7. Handling, harvesting and on-farm transport requirements are determined for each age, sex or category of stock.
2. Develop plan	2.1. Production plan is developed incorporating previously identified requirements. 2.2. Plan incorporates a calendar of operations for each enterprise production cycle. 2.3. Schedules are drawn up for timing of purchase and use of ***inputs and services*** used in production. 2.4. On-farm and off-farm processing and off-farm transport programs are developed for each stock category. 2.5. Environmental controls and security arrangements are established, as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• establishing OHS procedures • making judgements on a wide range of factors, including resource requirements, which are to be detailed in the production plan • managing personnel • planning and scheduling to meet market, on-farm processing and off-farm transport requirements • researching mechanical and automation options **Literacy skills used for**: • developing detailed production plans and supporting schedules • extracting data/information from journals, websites, magazines, books and trade

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REQUIRED SKILLS AND KNOWLEDGE
journals • writing reports. **Numeracy skills used for**: • calculating chemical dose rate • forecasting and budgeting • recording and presenting data • using spreadsheets and entering data.
Required knowledge
• biological and physical requirements of stock • disease surveillance and health management protocols • legislation, regulations and voluntary codes of practice • production cycles • mechanisation or automation of process or activity • stock breeding, where appropriate • stock health • stock husbandry and management • stock nutrition or feeding • use of specialised contract services.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • accurately determine labour, equipment and other requirements for each stage of operation • produce a profitable and sustainable stock production plan for an aquaculture enterprise which is ecologically, biologically and financially sustainable.

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EVIDENCE GUIDE	
	Assessment must confirm knowledge of: • aquaculture production • basic business skills to analyse financial performance of the production plan.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. To assess a plan's profitability and sustainability, evidence should be gathered over a period of time which allows for at least one (1) full production cycle. Resources may include: • marketing or business plan • sustainable aquaculture policies
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • case studies • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices: • commercial law, including fair trading and trade practices • consumer law • corporate law, including registration,

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RANGE STATEMENT	
	licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including: • Australian Exclusive Economic Zone • international treaties and agreements • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • Indigenous native title, land claims and cultural activities, including fishing by traditional methods • maritime and occupational diving operations: • foreign and Australian legislation applying to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial

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RANGE STATEMENT	
	Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code • use of vessels, right of way and other marine orders, bunkering and refuelling • land, buildings and vehicles: • buildings and structures design and appearance, constructions and additions • poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures

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RANGE STATEMENT	
	• induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food

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RANGE STATEMENT	
	Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities

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RANGE STATEMENT	
	• reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals

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RANGE STATEMENT	
	and pigments • wild caught, hatchery or nursery reared.
Stage or component of the enterprise may include:	• broodstock collection and maturation • display or holding • hatchery production or seed stock collection • nursery culture • on-farm post-harvest or processing • on growing and grow out • single or multiple species (e.g. polyculture and integrated culture).
Government regulations relating to farm ownership/possession may include:	• aquacultural tenancy, ornamental permits or leases • lease arrangements and requirements (contract growing) • rights, responsibilities and limitations relating to farm ownership or possession (lease) • stock permits/licences.
Government regulations relating to farm production may include:	• baseline study and environmental monitoring • control of predators, pests and diseases • handling, transport, storage and use of chemicals • licensing of vehicles and vessels • notification of notifiable diseases • OHS requirements • product quality and food safety • provision of relevant data for authorities • registration of firearms • transport of broodstock and seedstock • use of exotic species.
Production facilities may include:	• air supplies, oxygen or gases • backup equipment (e.g. water, air and power supplies) • culture or holding structures • electricity, gas or power supplies • feeding equipment • lease markers, fences and gateways, laneways, tracks and roads • predator or pest exclusion • processing, grading and storage sheds • waste treatment and disposal • water storage, supply, treatment and disposal

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RANGE STATEMENT	
	systems • water quality.

Equipment requirements may include:	• cleaning equipment
	• graders, counters, scales and measuring equipment
	• harvesting equipment:
	  • fish pump
	  • nets, cages, traps and scoops
	  • remote operated video or still camera
	  • swim way
	• PPE:
	  • anaesthetics or restraints for dangerous animals
	• transport equipment:
	  • bags
	  • baskets
	  • buckets, pails and tanks
	  • oxygen supply
	• water treatment equipment:
	  • aerators
	  • filters
	  • flow regulators
	  • sterilisers, including ultraviolet (UV) and ozone
	  • temperature control
	  • waste collection or disposal.

Inputs and services may include:	• biofoulants and other pest treatments • chemicals for parasite and disease prevention and control • culture or holding infrastructure and associated materials • employed labour, contractors and share farmers • energy (e.g. fuel, gas and electricity) • feeds • harvesting and production equipment and supplies • seedstock and broodstock • water.

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Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIAQUA510B Select, plan or design a system or facility utilising high technology water treatment components

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves the knowledge, processes and techniques necessary to select, plan or design a system or facility using high technology water treatment components. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit addresses the selection, planning or design of a system or facility using high technology water treatment components, such as biological, mechanical/physical/solid and chemical filters. It covers the modification of plans or designs to suit changing circumstances. Activities involving construction or installation of systems or facility, and fish husbandry and handling are covered by other aquaculture, seafood processing and seafood sales and distribution units of competency. These components can be applied within an aquaculture or holding facility in the seafood industry, or an aquascape or holding tank in the ornamental or pet sector. The unit includes the development of work procedures and other techniques to select and use these components. Processes will ensure the ability to recognise when external expertise is needed, and access specialists, technicians and tradespeople as required. The unit will be relevant to those supervisors or managers who have responsibility for a specific facility or who lead a site work group or team.

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	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine the system or facility requirements	1.1. Specific ***water quality and environmental parameters*** required by the ***cultured or held stock*** are defined, including final product and market characteristics. 1.2. Types of ***high technology water treatment components*** of a ***recirculating aquaculture system*** (***RAS***) that would provide the appropriate environment for cultured or held stock are identified. 1.3. The optimum number and sizes of the ***culture or holding systems*** required to achieve stocking are determined and harvest objectives that are within the calculated operational budget are set. 1.4. Mechanisation or automation of process or activity, including the use of specialised contract services, is researched and introduced. 1.5. ***Information sources*** are checked for ***relevant information***, advice and guidelines.
2. Define system or facility inputs and outputs	2.1. ***Design or upgrade specifications*** and decisions are documented and relevant information communicated clearly through plans, specifications, procedure manuals and ***records or reports***. 2.2. ***Work plans or schedules*** are drawn up in consultation with senior personnel, taking budgeting, ***planning and operational requirements*** into consideration. 2.3. Culture or holding structures or systems are designed, located and orientated to conserve natural resources, including water and energy. 2.4. Design output is verified against enterprise objectives by a competent designer or specialist. 2.5. A construction plan is developed according to accepted design principles, ***enterprise requirements*** and commissioning or start-up work procedures. 2.6. Own and work team's knowledge and skills are evaluated against the construction plan and work schedules, and the requirement for external expertise or assistance is determined and obtained, where appropriate.
3. Determine capital	3.1. Materials, ***resource and supply provision***

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ELEMENT	PERFORMANCE CRITERIA
expense budget	requirements, including ***contingency options***, are determined and documented from work plans, schedules and design or upgrade specifications. 3.2. Labour requirements are estimated based upon documented work plans or schedules, and allowances are provided for variances that may occur. 3.3. External labour and hire equipment contracts are negotiated and confirmed with management. 3.4. Costing attributed to each component is based upon quoted information from suppliers. 3.5. Contingencies for problems with supply of materials, equipment and services are included in budget.
4. Determine operating expense budget	4.1. Operating expense budget is determined, indicating all input and output expenses applicable to the proposed system or facility, including commissioning or start-up costs. 4.2. A break-even analysis and a sensitivity analysis of effects of changes in input and output costs are included in budget, which also identifies critical economic inputs or costs. 4.3. Contingencies for low or lost production are included in budget.
5. Select, plan or design system or facility	5.1. Individual components are selected, planned or designed to provide optimal conditions for the cultured or held stock. 5.2. Combined components that provide reliable, functional, serviceable and flexible systems for the intended ***production inputs and other culture or holding activities*** are selected. 5.3. Construction and commissioning or start-up specifications are developed that define tasks necessary to achieve the required uniformity and efficiency of culture or holding operations according to industry standards.
6. Review and finalise system or facility design and budgets	6.1. Work plans or schedules, design specifications, construction plan or commissioning or start-up procedure are reviewed and revised to meet changing circumstances. 6.2. Budgets for capital and operating expenses are reviewed and revised to meet changing circumstances. 6.3. Relationship between capital and operating costs is

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ELEMENT	PERFORMANCE CRITERIA
	examined, including a review of alternative water and energy sources. 6.4. Work plans or schedules, design specifications and system or facility inputs/outputs are benchmarked against appropriate existing operations. 6.5. Overall operation and output of the proposed system or facility is reviewed to ensure that it meets the long-term directions and purposes of the business and is economically sustainable.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing problems, devising solutions and reflecting on approaches taken • communicating with external stakeholder groups, such as government, local community and industry • compiling and analysing data • considering depreciation and replacement of components • engaging consultants and external advisers, and using their expertise • forward planning and applying risk management, safeguards and contingency management • maintaining operational and financial records • managing waste and its removal, and addressing downstream aspects to prevent environmental impacts • modifying equipment and components • negotiating with contractors, consultants and stakeholder groups as well as government representatives • piloting scale trails, scaling up and responding to problems associated with changing systems • producing technical specifications, drawings or plans • responding to peer review of plans and layout or design of RAS, aquascapes (ornamental industry) and holding operations • selecting mechanical and electrical systems, processor control panels and other electronic equipment, monitoring and alarm systems • selecting suitable site and using its surrounding infrastructure (e.g. water sources) • selecting, planning or designing systems or facilities using high technology water

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REQUIRED SKILLS AND KNOWLEDGE

treatment components
- undertaking budgeting
- undertaking research.

Literacy skills used for:

- interpreting aquaculture engineering publications, technical literature and design specifications
- interpreting documentation relating to water and energy efficiency requirements, including environmental and biological requirements of the cultured or held stock
- reading and interpreting work plans, business plans, specifications and drawings, equipment operation manuals and contracts
- researching and analysing data
- writing reports, records and procedures.

Numeracy skills used for:

- applying formulae to determine flows, pump efficiency, dissolved oxygen and water requirements, and volumes and quantities of inputs and outputs of liquids, gases and solids
- calculating number and size of culture or holding systems to meet production objectives
- determining and reviewing capital and operating budgets
- maintaining records and data.

Required knowledge

- analysis and adoption of best practice management
- automatic control and monitoring systems
- calculation and analysis of key performance indicators (KPIs) and their interpretation
- causes of heat loss or gain
- comparisons of component capabilities and prices
- contract development and management, and engagement of contractors and consultants
- effective management of staff, time and resources
- federal, state, territory and local government laws and regulations relating to:
  - animal ethics and welfare
  - environmental sustainability, particularly strategies and regulations/licence conditions for waste and effluent minimisation and methods of disposal
  - food safety and withholding periods when using chemicals or medications

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REQUIRED SKILLS AND KNOWLEDGE

- OHS for staff, management, contractors and visitors, including the use of PPE
- translocation of exotic or introduced species and biosecurity issues
- use and control of hazardous substances
- impacts of inputs on systems and component operation, such as maximum stocking, feeding and waste loads
- importance of optimised production to achieve sound economic outcomes
- insulation and temperature control in an indoor facility, including air flows and ventilation (e.g. condensation, carbon dioxide and ozone)
- methods of customisation and retrofitting of components
- market demand and the influence of supply and demand on the prices of inputs and outputs
- opportunities for cost reductions, particularly with capital, but also ongoing, operating costs
- project and budget management
- purchase of off-the-shelf items or improvising with existing items
- risk identification, assessment and mitigation or management
- site plans, specifications and working drawings
- standards, manufacturer guidelines and approaches to the selection, design and start-up of systems and facilities containing high technology water treatment components, such as:
  - adverse effects on economics from holding stock over after it has reached market size
  - animal health and disease diagnosis
  - aquatic engineering principles, hydrology and water dynamics
  - association between water hydraulics, water chemistry and aeration or oxygenation, supersaturation and gas exchange
  - biology of stock and environmental and husbandry requirements within RAS to achieve growth targets
  - commissioning or start-up of new or upgraded systems or facilities
  - fish physiology, breeding and life cycles in recirculation systems, including the impact and management of stress on cultured or held stock
  - forward planning and risk management for events, such as blackouts, brownouts and equipment breakdowns
  - mechanical and technical aspects of recirculation systems, including energy use, mass balance, water hydraulics and flow, and pumps and pipe work
  - monitoring of basic and advanced environmental and water quality parameters
  - nitrification and other microbiological process and requirements, including biofilter start-up, shock-loading and maintenance
  - operation and maintenance of water treatment components, including back-flushing filters, cleaning (pigging) of water supply and disposal lines, and routine dry-outs

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REQUIRED SKILLS AND KNOWLEDGE
• optimal and critical levels for water quality parameters, such as temperature, pH (acid/alkaline balance), dissolved oxygen, nitrogenous wastes and carbon dioxide • options for the selection or use of high technology water treatment components • relationships between inputs and outputs of recirculation systems, particularly biomass, size classes and quantity of feed • researching and introduction of mechanisation or automation of process or activity, including the use of specialised contract services • species environmental and water quality requirements • species selection and end product definition and characteristics • system and facility design, including appropriate sizing of operation • use of KPIs for benchmarking within the system and against other systems or facilities • uses for wastes, recycled water and by-products • waste management, effluent treatments and other by-product uses (e.g. hydroponics and fertilisers) and environmental issues.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to • select, plan or design of a system or facility using high technology water treatment components and ensure that the proposed system or facility complies with legislative requirements • benchmark proposed system against existing systems. Assessment must confirm knowledge of: • standards, manufacturer guidelines and approaches to the selection, design and start-up of systems and facilities containing high technology water treatment components.

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EVIDENCE GUIDE

Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. It should involve planning or design of a RAS typically used in aquaculture, holding or ornamental facilities in the region. Resources may include: • workplace documentation and personnel • relevant legislation, standards and guidelines.

Method of assessment	The following assessment methods are suggested:
	• journal explaining:
	  • analysis of decisions against other appropriate operations
	  • participation in sustainable work practices and processes
	  • the methods used to select equipment, devices and components and review their size and capabilities
	• portfolio of:
	  • work plans, schedules, drawings and scale models
	  • budgets, order forms and invoices
	  • materials lists and contracts of service
	  • documentation demonstrating the development and implementation of work procedures
	• project (work or scenario based)
	• report on the impact of the selected or designed system or facility on stock, labour, OHS, cost reduction and efficiency
	• work diary, photographs or videos.

Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, licensing and other compliance requirements may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods

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RANGE STATEMENT	

	• maritime and occupational diving operations:
	  • foreign and Australian legislation applying to quarantine and customs
	  • International Convention for the Safety of Life at Sea (SOLAS)
	  • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978)
	  • Marine Emergency Response Search and Rescue (MERSAR)
	  • National Standards for Commercial Vessels
	  • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78)
	  • Uniform Shipping Laws (USL) Code
	  • use of vessels, right of way and other marine orders, bunkering and refuelling
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment
	  • soil and water management
	  • use of chemicals and biological agents
	  • use of firearms and powerheads
	  • use of utilities, including water, natural gas, electricity and sewage
	  • water or land lease, tenure or ownership and use
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer requirements
	  • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).

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OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• controlling use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions,

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RANGE STATEMENT	
	population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask

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RANGE STATEMENT	
	• safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Water quality parameters may include:	• alkalinity • biological oxygen demand (BOD) • chlorine or chloramines • dissolved carbon dioxide • dissolved oxygen • general water hardness • level of nitrogenous wastes (e.g. ammonia, nitrite and nitrate) and contaminants and pollutants • pH (acid/alkaline balance) • phosphates • redox potential • salinity or conductivity • temperature • total dissolved solids.
Environmental parameters may include:	• activity of pests, competitors and predators • light • turbidity • water flow • water level or depth.
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings, tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals

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RANGE STATEMENT	
	and pigments • wild caught, hatchery or nursery reared.

High technology water treatment components may include:	• aeration or oxygenation equipment, such as aerators, aspirators, airlifts and fans
	• components that regulate environmental and climate control factors, such as temperature, photoperiod and light intensity
	• degassing systems for removing carbon dioxide and ozone, including the use of specialised air filters
	• facilities and processes designed for health management, such as quarantine area, sterilising using ultraviolet (UV) light and ozone, and pasteurising using heat or steam
	• mechanical/physical/solid, chemical and biological filtration devices (or a combination of two or more different types):
	  • biological filter:
	  • is part of an RAS where dissolved metabolic by-products are converted to less toxic forms by microbial action from a range of different bacteria, fungi and other microorganisms
	  • the most important function is the oxidation of ammonia to nitrite, and nitrite to nitrate (often called nitrification)
	  • chemical filter:
	  • examples include activated carbon, zeolites and other ion-exchange mediums
	  • is where a variety of chemical substances are used to treat water passing through them
	  • ozone and chemical, such as pH and alkalinity, adjustments are also made, sometimes in a separate area to the chemical filter
	  • mechanical/physical/solid filter:
	  • includes swirl separators, hydrocones, protein skimmers or foam fractionators, drum filters, belt filters, bead and other suspended media filters and screen filters
	  • is important to ensure organic loads going into biofilters are as low as possible to prevent the more competitive

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	heterotrophic bacteria from taking over and reducing nitrification capacity • is part of an RAS that removes solid organic matter and other wastes • reduces the biological oxygen demand (BOD) for the system • some degassing or carbon dioxide stripping can also take place • ventilation systems, fans, blowers and humidifiers/ dehumidifiers • water treatment devices, such as those that maintain pH (acid/alkaline) balance.
*A **recirculating aquaculture system*** (RAS) is:	• a system in which at least some of the water is recycled one or more times back into the system after some form of treatment • also called a closed system (which is the opposite to a flow-through or open system where there is little residence time for the culture water) • where a water exchange (replacement) rate of 5-10% per day is used to assist in maintaining water quality (particularly nitrate control) • where generally some form of water treatment with equipment or structures, particularly aeration or oxygenation and processing of nitrogenous wastes, is undertaken.
Culture or holding systems may include:	• display tanks, aquaria and aquascapes (ornamental industry) • grow out facilities, hatcheries and nurseries • harvested stock holding structures, tanks, bins and cages • live holding systems • pest, predator and disease control structures • purging or depurating systems • tanks, raceways and RAS • water supply and disposal systems for closed and semi-closed systems.
Information sources may include:	• manufacturer in-service updates • observation of structures, machinery and equipment • operational diaries • operator manuals

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	• other enterprise operators, contractors and service representatives • property improvement groups • relevant government departments • staff comment and/or personal testing of systems.
Relevant information may include:	• capital and operating costs • completed work • maintenance performance • performance limits or specifications • priorities • problems • schedules, timetables and deadlines • solutions.
Design or upgrade specifications may include:	• budget • compliance with the standard specification and legislation and regulations of the relevant state or territory construction and power authorities • construction materials of the system or facility • construction method • designated component or system • environmental constraints • equipment and resources • location • number • owner preferences • permits and licences • product or material availability • production requirements, including number, tonnage, timing and production characteristics • quoting procedures • schedule of licensed labour required • security factors • size, volume and footprint area.
Records or reports may include:	• associated equipment and infrastructure • checklists, data sheets, inventory and stocktakes • culture or holding stock species • dates, times and progress against timelines of activities or events • details related to culture or holding structures or systems

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RANGE STATEMENT	
	• electronic or hard copy • Gantt chart • graphs, charts and tables • KPIs • operation and maintenance details and other outcomes achieved • personnel and subcontractor performance data • problems experienced and strategies to overcome them.
Work plans or schedules may include information on:	• contingencies for responding to partial or full system shutdown, stock stress or mortalities • contingency plan to address staffing and equipment supply problems • costs and budget details • date and time tasks are to be undertaken • designated jobs tasks, directions or designs • environmental impact control measures • expected time required to complete activities • hazard identification, risk assessment and risk control measures • local, state, territory and federal government regulations • location • maintenance schedule for particular items of equipment • manufacturer guidelines or instructions • materials, supplies, tools, equipment or other resources required • monitoring and reporting requirements and procedures, including logs or checklists • non-conformance or incident/fault reporting procedures • OHS procedures, including PPE requirements • order of activities • other members of work team and their roles, responsibilities and skills • pre- and post-operational and safety checks • preferred supplier list and resources required by external workers and tradespeople • routine maintenance procedures • specific structures or components • standard for completed activities

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RANGE STATEMENT	
	• the person in charge.
Planning and operational requirements to be considered include:	• business plan, strategic plan and budgets • climatic conditions and changes • marketing requirements • production amounts and specifications • seasonal variations or production cycle • staff and contractor availability • verbal instructions.
Enterprise requirements may include:	• enterprise policies and procedures, including those relevant to waste disposal, recycling and reuse guidelines • industry standards or codes of practice • material safety data sheets (MSDS) • OHS procedures • operations or maintenance manuals • product labels, manufacturer specifications or guidelines • production schedules • work procedures • supervisor oral or written instructions • work and routine maintenance plans • work notes.
Resource and supply provision may include:	• machinery, equipment and materials, including welders (e.g. arc, gas and metal inert gas [MIG]), lathes, bench presses, multimeters and ohm meters, inspection pits, lifting and support equipment (e.g. jacks, overhead gantry and blocks), power tools (e.g. grinders and drills) and hand tools (e.g. spanners, hammers and screwdrivers) • workshop storage requirements, including racks for commonly used steel angle, rods, tube metal and wire, or boards for orderly placement of tools.
Contingency options may need to address:	• adverse weather conditions and acts of nature (e.g. flood or fire) • breakdown of components • bypass of components • compromised water source • disease outbreaks • emergency procedures

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RANGE STATEMENT	
	• non-standard water quality parameters • risks to culture stock during emergency shutdowns or breakdowns • risks to environment • risks to infrastructure and equipment • risks to product quality and food safety.
Production inputs and other culture or holding activities may include:	• aeration and oxygenation • control and treatment of pests, predators and diseases • food and nutriments • grading • handling • harvesting • holding or storage • post-harvest and processing • stocking • transport • water quality treatment • water supply and disposal.

Unit Sector(s)

Unit sector	Aquaculture operations

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFICOMP201B Undertake a local operation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves planning, preparing, undertaking and reporting on a local operation following an agency's policies and procedures. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	Typically an operation is undertaken on a specific direction from senior personnel or as a routine event based on a fisheries management agency's work plan. Planning and preparation include ensuring that equipment is available and in working condition, that relevant information is obtained beforehand relating to weather forecasts, tides and seasonal factors, and that appropriate safety precautions are taken. Persons undertaking local operational work would be expected to use their knowledge of the local area. This might include knowledge of significant geographic and cultural features, flora and fauna species, habitats and historical information about the local community, and fisher and tourist behaviour in the region. The operation will usually involve some type of observation or monitoring role, skills that are covered by SFICOMP202B Conduct field observations. On return from the operation, a debriefing will be held, equipment and vessels or vehicles will be cleaned and stored and an operations record or report submitted.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan local operation	1.1. A decision to conduct an ***operation*** is made based on the agency's work plan or as directed by senior personnel. 1.2. The purpose of the operation is confirmed with the supervising officer. 1.3. ***Hazards and risks*** associated with the operation are

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ELEMENT	PERFORMANCE CRITERIA
	identified, assessed and appropriate ***controls*** are identified for inclusion in the plan. 1.4. ***Resources*** required to support the operation are identified and their availability is confirmed. 1.5. ***Logistics*** associated with the operation are considered and taken into account when developing the operational plan. 1.6. An ***operational plan*** is developed and submitted in accordance with agency procedures.
2. Prepare for the operation	2.1. Communications and other equipment are confirmed as serviceable through maintenance checks and testing. 2.2. Backup systems and contingency plans are confirmed as in place. 2.3. Current information relating to weather conditions and cultural, fishing and marine activities is obtained and its significance to the operation understood. 2.4. Role of self and others involved in the operation is confirmed and understood. 2.5. Activities on the pre-operation checklist are completed in a timely and efficient matter.
3. Undertake the operation	3.1. The operation objectives are re-confirmed with others involved in the operation. 3.2. The schedule of activities in the operational plan is followed. 3.3. Equipment is used safely and effectively throughout the operation according to standard operating procedures (SOPs). 3.4. Communications with others involved in the operation are effective and timely. 3.5. Communications with the public are courteous, non-confrontational and culturally respectful. 3.6. On completion of the operation, activities on the post-operation checklist are completed in a timely and efficient manner.
4. Report on the operation	4.1. Operational outcomes, intelligence information and any follow-up actions to be taken are reported to the supervising officer or other designated person as required by the agency. 4.2. Operation plan and actual outcomes are reviewed at a debriefing session and any recommendations for improvement or follow-up are given.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing and applying workplace information to planning • analysing operational requirements to identify hazards, risks and controls • controlling or minimising occupational health and safety (OHS) and environmental risks • preparing operational plans • reporting on patrol operation • selecting, fitting and using of appropriate personal protective equipment (PPE) for the operation • verbally communicating with team members. **Literacy skills used for**: • developing operation plan • interpreting weather reports and other information relevant to the operation. **Numeracy skills used for**: • operating global positioning system (GPS) • speed and distance calculations to estimate fuel usage and time.
Required knowledge

• basic operational requirements of general and communications equipment used for local operations
• legislation relevant to the operation
• local environmental and cultural factors, including:
  • environmental management strategies
  • fisher and tourist behaviour in the region
  • traditional methods of fishing
  • flora and fauna species
  • geographical features
  • habitats
  • historical information about the local community
  • Indigenous land rights

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REQUIRED SKILLS AND KNOWLEDGE
• sacred and other cultural sites • traditional cultural activities • principles of equipment operation • safety procedures and potential hazards associated with local operations, including the principles of hazard identification, risk analysis and risk minimisation • the effect of external factors on local operations, including: • fishing or marine activity • seasonal factors • tides and currents • weather conditions.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • plan and conduct an operation safely and in accordance with agency procedures • communicate effectively with team members and others • review and report on outcomes. Assessment must confirm knowledge of: • cultural activities relevant to the operation • effect of weather and seasonal variations on operational outcomes • hazards and risks associated with operational requirements • operation of equipment used for local operations • sites of cultural significance, including sacred sites relevant to the operation.
Context of and specific resources for	Assessment is to be conducted at the workplace or in a

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EVIDENCE GUIDE

assessment	simulated work environment. Resources may include: • directive for operation or work plan • agency policies and procedures relevant to the operation • operational and communications equipment • weather forecasts, maps, charts and sources of information relevant to the development of an operational plan.
Method of assessment	The following assessment methods are suggested: • examples of operational plans, reports and job sheets completed by the candidate • observation of practical demonstration • oral short-answer questioning • practical exercise that simulates an operation.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
An ***operation*** may include:	• data collection • observation of fishers, vessels, marine resources and sacred or other cultural sites • presenting information • search and rescue.
Hazards and risks may include:	• availability of emergency support in remote areas • climatic conditions:

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RANGE STATEMENT	
	• temperature extremes • wet weather and flooding • wind, especially associated with cyclones, tornadoes and storms • difficulty in maintaining control or safety of vessels at sea due to: • tsunamis • high or low tides • poor visibility in a fog or storm • sandbars • swells • inaccurate charts • submerged objects • dysfunctional communications and operational equipment due to: • breakdown • damage • operator's insufficient skill • immobilised, damaged or lost vehicles due to: • accident • boggy or rugged terrain • collision • fire • inaccurate maps • insufficient fuel • mechanical breakdown • officers on the operation: • not fully competent in navigation skills • not fully competent in operation of the vehicle or vessel.
Controls may include:	• agency/organisation policies and procedures for operations, including those in remote areas • appropriately trained officers • regular maintenance of vessels, vehicles and equipment • weather forecasts.
Resources may include:	• communications equipment • equipment for making observations and recording locations, including:

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RANGE STATEMENT	
	• still cameras • video cameras • GPS • intelligence • maps or charts • trained officers • vessels and or vehicles.
Logistics may include:	• planning timelines • scheduling the operation, including day and month.
The ***operational plan*** may include:	• briefing and debriefing sessions • contingency plan that includes rescue and medi-vac considerations • hazard identification, risk assessment and controls in place • personnel involved and their roles • post-operation checklist • pre-operation checklist • purpose or objectives • relevant agency policies and procedures • resources • schedule of activities • travel routes.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFICOMP202B Conduct field observations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves making observations in the field following the agency's policies and procedures. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	Observations could be for the purposes of surveillance, research or monitoring of cultural or natural resources. An observer would typically make use of observation and recording equipment, such as maps, charts, video cameras, still cameras and global positioning system (GPS). For surveillance, an observer would require expertise in collecting relevant information of the type, quality and quantity necessary for presentation as admissible evidence in a court of law, if required. Knowledge of legislation relevant to the surveillance is also required. Where observations are being undertaken for the purposes of research and monitoring, the observer will require sufficient knowledge of the subject to ensure meaningful and accurate observations.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Select appropriate equipment and technology for observation and recording purposes	1.1. The purpose of the ***field observations*** is identified and confirmed with the supervisor or team leader. 1.2. ***Nature and type of information*** to be collected is confirmed with the supervisor or team leader. 1.3. Any agency protocols or requirements for the recording of observations are identified and confirmed. 1.4. ***Equipment and technology*** appropriate for the field observation task are selected and checked for ***serviceability***.
2. Conduct field observations	2.1. Equipment is used in a manner that facilitates observations being recorded that are accurate and

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ELEMENT	PERFORMANCE CRITERIA
	effective for the intended purpose. 2.2. Sufficient and relevant information is collected from observations. 2.3. Observations are recorded according to agency procedures. 2.4. Equipment is used in a manner that ensures the safety of self and others. 2.5. Security of equipment is ensured at all times.
3. Report on field observations	3.1. Report is prepared and collated, identifying any evidence of non-compliance, and presented according to agency procedures. 3.2. Recorded observations are labelled and filed securely according to agency procedures. 3.3. Queries arising from the report are answered in a timely manner.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating to respond to queries and confirm instructions • conducting equipment serviceability checks • filing and file security • identifying hazards, and conducting risk assessments and risk controls • interpreting work plans • operating observation and recording equipment • selecting, fitting and using of appropriate personal protective equipment (PPE). **Literacy skills used for**: • developing reports • reading maps, charts and signs • recording observations. **Numeracy skills used for**:

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REQUIRED SKILLS AND KNOWLEDGE
• making observations, such as counting, measuring and estimating.
Required knowledge

• basic operational requirements of observation and recording equipment
• culturally sensitive areas impacting on the field observation:
  • sacred and other culturally significant sites
  • cultural activity, including the attitude, beliefs and values of local communities
• environmental and community issues relating to natural resource management, such as:
  • fishing by traditional methods
  • Indigenous land rights
• marine and fisheries management legislation and surveillance legislation relevant to the field observation
• recording and reporting requirements
• safety procedures and hazards associated with field observations.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • make accurate and relevant field observations • recognise evidence of non-compliance • use a range of observation and recording equipment and techniques. Assessment must confirm knowledge of: • marine and fisheries management legislation relevant to the field observation task.
Context of and specific resources for assessment	Assessment is to be conducted in the field and workplace, or in a simulated field and work environment.

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EVIDENCE GUIDE	
	Resources may include: • directive and details explaining the observation task • relevant procedures • relevant sources of information • recording forms • observation and recording equipment.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • oral and written short-answer testing • practical exercise that simulates a field observation.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Field observations may include:	• monitoring of:
	  • marine resources
	  • sacred and other cultural sites
	• surveillance of:
	  • suspected illegal activities
	  • vessel or vehicle movements.

Nature and type of information may include:	• environmental factors, such as:
	  • phase of moon
	  • swell
	  • tides and currents
	  • weather conditions
	• measurements, such as:

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RANGE STATEMENT	

	• frequency
	• quantity
	• rate
	• size (e.g. length, breadth, depth and diameter)
	• observable features of:
	  • catch
	  • crew behaviour and dress
	  • equipment
	  • fish or marine fauna species
	  • nationality
	  • signage
	  • types of vessels and vehicles
	  • vessel colour and shape
	• timing, such as:
	  • day of week and month of year
	  • season
	  • time.

Equipment and technology may include:	• audio recording device • binoculars and telescope • GPS • maps and charts • night-vision gear • radio • satellite phone • still camera • video camera.
Serviceability may include:	• calibration or standardisation • currency • equipment start-up or operational checklists • maintenance logs • test run.

Unit Sector(s)

Unit sector	Fisheries compliance

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP203B Promote sustainable use of local marine and freshwater environments

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves taking advantage of opportunities to promote the sustainable use of local marine and freshwater environments. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	Promotion may include informal conversations with individuals, formal talks to school children or community groups, answering questions about compliance matters and setting up displays at community events or in locations frequented by users of the local marine and freshwater environments. The fisheries compliance support officer will use their knowledge of the local ecology, the cultural significance of sustainable fishing activities and legislation relevant to sustainability in the local area in their work. The officer will use his or her interpersonal and presentation skills to engage the public. Individuals are not required to confront non-compliance suspects.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan a presentation or display	1.1. ***Opportunities to present information*** that *meet* ***work plan objectives*** are identified and support is gained from the supervisor. 1.2. Main purpose of presentation or display is identified. 1.3. ***The type of presentation or display*** selected is appropriate for the audience and opportunity. 1.4. ***Resources*** that will enhance the presentation or display are located and arrangements are made for their use. 1.5. An ***appropriate medium*** for the presentation or display is selected and organised. 1.6. The presentation or display is designed and/or

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ELEMENT	PERFORMANCE CRITERIA
	constructed according to ***required procedures***. 1.7. Information collected and prepared for presentation or display purposes is consistent with ***legislative requirements*** and cultural significance. 1.8. Planned presentation or display is approved by the supervisor or team leader.
2. Present or display information	2.1. Information is presented or displayed using methods of communication appropriate for the audience and message. 2.2. Communication is clear, concise and adjusted to meet the needs of the audience. 2.3. An interpreter and/or assistive technology is used where language is a barrier for the audience. 2.4. Questions from the audience or public are responded to appropriately and accurately. 2.5. Presentation materials or displays are amended and updated as required and removed when no longer current. 2.6. Outcomes are reported to the supervisor as required.
3. Follow up the presentation	3.1. Feedback on the presentation is sought from the audience and used to review the presentation outcomes. 3.2. Recommendations are made to improve the presentation, based on the feedback received. 3.3. Resources are returned to original location or placed in storage.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• applying occupational health and safety (OHS) principles in public presentation and display activities • collecting, analysing and organising information • selecting and using a range of display techniques • selecting and using appropriate communication methods with different audiences

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REQUIRED SKILLS AND KNOWLEDGE
• selecting and using appropriate presentation methods to convey information for different purposes • selecting and using standard display equipment and resources effectively and within OHS guidelines • structuring information in a logical sequence for presentation • working within established timeframes to achieve specified objectives. **Literacy skills used for**: • preparing information for presentations or displays • identifying and accessing information. **Numeracy skills used for**: • counting and estimating numbers of people and quantities of resources.
Required knowledge

• legislation and policies relevant to sustainable use of marine and freshwater environments, including:
  • commonwealth, state or territory and local government
  • agency policies and procedures
  • community standards and regulations
  • Indigenous land rights
  • codes of practice
• sustainable use of local marine and freshwater environments
• significance of sacred and other cultural sites
• significance of cultural activities, including Indigenous fishing or use of other marine resources, time management and planning techniques.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • promote the sustainable use of local marine and freshwater environments to a variety of audiences • analyse and interpret information • communicate information and ideas to people • plan for a presentation or display • solve problems and answer questions. Assessment must confirm knowledge of: • legislation and policies relevant to sustainable use of marine and freshwater environments • cultural significance of local marine and freshwater environments • significance of cultural activities, including Indigenous fishing or use of other marine resources.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • relevant policies and procedures manuals • venue • overhead projector • computer • other display equipment and resources.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • simulation or role-play • examples of display work (e.g. photographs of displays) and information resources developed (e.g. flyers, handouts, leaflets and booklets) • other relevant productions, such as newsletters, posters, plans, models and computer-produced presentations.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Opportunities to present information may include:	• community events, such as festivals and competitions • group presentations • help desks • industry forums, open days and reference groups • information booths • interviews or articles for local media • school visits • staff professional development activities • story telling.

Work plan objectives may include:	• assisting fishers and tourists to comply with legislation
	• educating local community, visitors and fishers on:
	  • sustainable use of local marine and freshwater environments
	  • changes to legislative requirements
	• encouraging best-practice measures to mitigate the effects of fishing on the aquatic environment
	• increasing awareness of the impact of human activity on the local marine and freshwater ecology
	• providing educational resources to schools and educational institutions
	• the cultural significance of the local marine and freshwater environments.

Type of presentation or display may include:	• audio or visual • formal or informal • static or interactive • verbal or non-verbal • written or electronic.

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RANGE STATEMENT	
Resources may include:	• audio and video tapes • banners and posters • leaflets or handouts • multimedia presentations • PowerPoint presentations or overheads • props, signage and stands • story telling.
Selecting an appropriate medium may include:	• booking a venue • making or ordering posters • organising boats or vehicles • printing or preparing leaflets or handouts • using tents or booths.
Required procedures may include:	• access and equity • OHS • quality assurance procedures for the use of departmental logos and publicity materials • workplace policies and codes of practice.

Legislative requirements may include:	• those associated with the management of coastal and estuarine environments:
	  • Commonwealth Acts
	  • state or territory Acts and regulations
	  • local council regulations and by-laws.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFICOMP204B Present evidence in a court setting

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves participating in courtroom procedures and protocols and presenting evidence in court relating to observations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	When a person provides evidence of non-compliance to agencies that have the authority to prosecute, that person may be required as a witness to present the evidence in a judicial or quasi-judicial setting. The observations will not relate to seized items.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Attend briefing with prosecutor	1.1. ***Briefing*** arrangements are confirmed prior to briefing. 1.2. Evidence and relevant documentation required at briefing are confirmed with prosecutor or representative. 1.3. ***Evidence*** and relevant documentation are accurate and presented at briefing in a clear and concise manner. 1.4. Briefing details are recorded and documented and required actions are completed according to prosecutor instructions.
2. Prepare for presentation of evidence	2.1. Confirmation is sought confirming judicial proceedings, including responsibilities and roles. 2.2. Evidence and documentation to be presented are prepared according to prosecutor instructions and organisational ***policies and procedures***. 2.3. Familiarisation with judicial ***protocols*** and procedures is undertaken. 2.4. Evidence to be presented is reviewed for completeness.
3. Present evidence	3.1. Evidence is accurate and presented in court in a clear and concise manner.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Judicial protocols and procedures are adhered to. 3.3. Prosecutor's instructions throughout proceedings are followed. 3.4. Advice and opinions are provided as requested.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• presenting evidence in a clear and logical manner in a judicial or quasi-judicial setting • reviewing evidence • communicating clearly and concisely. **Literacy skills used for**: • recording briefing details • preparing statements.
Required knowledge
• agency policies and procedures relating to evidence • court room procedures and protocols • roles and responsibilities of officers of the court • rules of evidence.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • present information in a judicial or quasi-judicial setting • present evidence in a clear and logical manner in keeping with courtroom protocols and procedures. Assessment must confirm knowledge of: • courtroom protocols and procedures • rules of evidence.
Context of and specific resources for assessment	Assessment is to be conducted in a workplace or in a simulated courtroom environment. Resources may include: • courtroom setting • evidence relevant to the brief • prosecution brief.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • oral questions and answers • role-play.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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RANGE STATEMENT	
Briefing may include:	• telephone • written correspondence.

Evidence may include:	• equipment or fish samples
	• expert opinion
	• field notes
	• logbooks and entries
	• photographs and drawings
	• records of conversations, including:
	  • email
	  • face to face
	  • telephone
	• relevant documents
	• reports.

Policies and procedures may include:	• internal memorandums • minutes • organisational guidelines • prosecutor's notes and instructions • quality standards • relevant legislation • standard operating procedures (SOPs).
Protocols may include:	• forms of communication • preparation of statement • recognised codes of practice • respect for people and the office held • standard of dress.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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SFICOMP205B Communicate effectively in cross-cultural environments

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves interacting with confidence with those from cultures different to one's own using culturally appropriate verbal and non-verbal communications. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use verbal and non-verbal communication in a culturally sensitive manner	1.1. ***Cultural differences*** of the client are identified. 1.2. A rapport with the client is established to facilitate further conversation. 1.3. ***Conventions of conversation*** and language patterns are respected. 1.4. Language and concepts used are appropriate to the client. 1.5. Gestures and non-verbal communication used are appropriate. 1.6. Dress and attitude are appropriate for client interaction.
2. Interact with clients in a culturally appropriate way	2.1. ***Strategies*** for developing effective cross-cultural relationships are used. 2.2. ***Barriers to effective cross-cultural communication*** are identified and addressed to maintain effective relationships. 2.3. Strategies for resolving differences or misunderstandings are used. 2.4. ***Resources*** to facilitate effective communication within the workplace are identified and used. 2.5. Compliance requirements are based on culturally appropriate practices.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• demonstrating respect for people and their culture • identifying culturally-safe work practices • making and maintaining cross-cultural relationships • using verbal and non-verbal communication techniques to sensitively and respectfully communicate in a cross-cultural context. **Literacy skills used for**: • illustrating compliance requirements.
Required knowledge

• differences between cultures, particularly the cultures of Aboriginal and Torres Strait Islander people and others
• fundamental patterns of cultural difference, including:
  • approaches to completing tasks
  • approaches to knowing
  • attitudes to conflict
  • attitudes to disclosure
  • communication styles
  • decision-making styles
• interpreter resources
• legislation and policies relevant to access and equity that may include:
  • commonwealth, state or territory legislation
  • community standards and regulations
  • industry codes of practice
  • organisational policies, procedures and practices
• past and present power relations and their impact on the workplace
• racism and discrimination and laws pertaining to these issues
• understanding words and actions of people from differing backgrounds:
  • non-verbal communication conventions
  • verbal communication conventions.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • communicate effectively and sensitively within a cross-cultural context. Assessment must confirm knowledge of: • cultural differences and their impact on the appropriate use of verbal and non-verbal communication • barriers to effective cross-cultural communication.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Evidence of competency may be gathered over time and from a range of actual or simulated situations. Resources may include: • agency policies and procedures.
Method of assessment	The following assessment methods are suggested: • role-play or simulation • observation of practical demonstration • scenarios or case studies • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Communication may include:	• gender specific • gestures • signs • verbal and non-verbal • written.
Cultural differences may include:	• interpersonal approach • perceived authority • priorities • responsibilities • terms of reference • thinking and learning styles • values and beliefs.
Conventions of conversation may include:	• affirmation • assertiveness • eye contact • questioning techniques • time orientation • use of names.

Strategies for developing effective cross-cultural communication may include:	• general guidelines and standards for approaching specific tasks and issues
	• mutual respect
	• relevant concepts and information presented using:
	  • diagrams
	  • flow charts
	  • graphs
	  • interactive multimedia
	  • pictures
	  • tables
	  • video camera images
	  • visual or iconic representations
	• workplace induction programs.

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RANGE STATEMENT	
Barriers to effective cross-cultural communication may include:	• assumptions • power imbalance • racist and prejudiced attitudes • socioeconomic • stereotypes and generalisations • structural.
Strategies for resolving differences may include:	• mediation • negotiation of culturally appropriate guidelines • workplace codes of practice.
Resources may include:	• people identified with appropriate cross-cultural knowledge • reference groups • workplace designed to accommodate cultural needs • workplace policies and procedures.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP302C Exercise compliance powers

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves exercising compliance powers to enforce laws relating to fisheries management and other associated legislation. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct searches of persons, property, vessels and vehicles	1.1. Decision to enter and/or ***search*** is made and conducted with due regard to lawful authority and jurisdictional procedures. 1.2. Search process is thorough, meticulous and adheres to operational policy and procedures. 1.3. Property is seized or collected, recorded and stored according to jurisdictional policy and legislative requirements. 1.4. Any damage and/or injuries incurred are accurately documented according to jurisdictional policy.
2. Caution, report or arrest persons	2.1. ***Breaches of the law*** are identified and investigated according to relevant jurisdictional law, policy and procedures. 2.2. The decision to caution, report or arrest is made at the discretion of the officer and conveyed to the person concerned according to jurisdiction guidelines and professional codes of conduct. 2.3. Relevant and accurate ***documentation*** is prepared and submitted as required by law and/or jurisdictional policy. 2.4. Suspects are transported for further processing according to their legal rights and jurisdictional policy.

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ELEMENT	PERFORMANCE CRITERIA
3. Afford rights to suspects	3.1. Suspects are treated in a fair, equitable and non-discriminatory manner. 3.2. Suspects are made aware of, and provided with, their legal entitlements under relevant jurisdictional laws and procedures.
4. Assess and preserve crime/incident scenes and, when required, assist in the investigation process	4.1. Crime or incident scenes are correctly assessed for future investigation requirements. 4.2. Where necessary, crime or incident scenes are correctly secured to facilitate potential future investigatory activity. 4.3. All actions and reports taken at crime or incident scenes optimise the gathering and preservation of evidence present and its lawful presentation in court.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• applying for search warrants • applying the 'use of force' (defensive tactics) • cautioning or arresting persons • applying conflict resolution, mediation and incident de-escalation • containing and preserving various crime/incident scenes • effectively communicating appropriate instructions/directives to suspects and other members of the public • identifying situational behaviour and problems • minimising workplace risks to self, colleagues and the public. **Literacy skills used for**: • documenting actions • preparing and writing reports and briefs of evidence • responding to conflict.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• Anti-Discrimination Act • Disability Act • human behaviour and the impacts of age, gender, ethnicity, social background and recreational practices,, such as use of drugs and alcohol • Indigenous land rights and cultural activities, including fishing by traditional methods • jurisdictional laws and procedures for search and entry • jurisdictional laws, by-laws and regulations relating to offences against state, territory and commonwealth fisheries • jurisdictional policy and procedures covering reactive operational safety issues/practices • potential risks associated with operational policing • reporting requirements in relation to operational safety matters • requirements for crime or incident scene preservation and investigation, as far as it relates to non-compliance with fisheries management regulations • strategies to optimise safety under a range of operational scenarios • the 'use of force' and its legal parameters.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • exercise compliance powers with tact, discretion and sensitivity in an ethical manner and in accordance with legal and organisational policies and procedures. Assessment must confirm knowledge of: • jurisdictional laws, by-laws and regulations relating to offences against state, territory and commonwealth fisheries.
Context of and specific resources for	Assessment may be conducted on the job and/or in

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EVIDENCE GUIDE	
assessment	simulated work environments. Evidence of competency will need to be gathered over time and from across a range of actual/simulated workplace situations. Resources may include: • actual or simulated crime/incident scene • persons, property, vessels and vehicles for searching.
Method of assessment	The following assessment methods are suggested: • observation of demonstration • portfolio of reports/documentation • role-play • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Searches may include:	• at sea, beach or landing • of inland waterways • of persons • of premises • of vehicles or vessels • to locate evidence.
Breaches of the law may include non-compliance with:	• Criminal Code • Environmental Protection Authority (EPA) legislation • fisheries legislation • licensing terms and conditions

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RANGE STATEMENT	
	• marine/boating legislation • National Parks and Wildlife legislation.
Documentation may include:	• arrest reports • briefs of evidence • cautioning notices • expiation notices • information reports.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP308C Monitor fish catches for legal compliance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves monitoring fish catches and fisheries quotas for legal compliance against standards for specific species that may include size, quantity and catching equipment. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor ***fish*** catches for legal compliance	1.1. Catches are monitored for compliance with ***regulated limits*** for species. 1.2. ***Fish catching devices*** are monitored for compliance with ***regulated limits***, ***procedures***, ***and registration and license conditions***. 1.3. Breaches of ***legislation*** and regulations are identified and acted upon according to jurisdictional procedures. 1.4. Compliance monitoring activities are carried out according to accepted industry hygiene and sanitation practices. 1.5. All compliance monitoring activities are carried out in a manner that ensures the safety of personnel and equipment. 1.6. Compliance monitoring activities are recorded and reported according to jurisdictional procedures.
2. Monitor ***fisheries*** quota compliance	2.1. Catch and catch disposal records are monitored for compliance with industry and regulated reporting procedures. 2.2. Actual weight of catch is compared to estimated weight of catch and variations greater than acceptable industry standard are investigated. 2.3. Actual number of fish in catch is compared to

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ELEMENT	PERFORMANCE CRITERIA
	recorded numbers of fish and variations greater than accepted industry standards are investigated. 2.4. Compliance monitoring activities are recorded and reported according to organisation procedures.
3. Monitor market documentation for fish sales/purchases	3.1. ***Market documentation*** matches purchase records and discrepancies are identified. 3.2. Sales documentation and business records comply with regulations. 3.3. Compliance monitoring activities are recorded and reported according to jurisdictional procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• measuring fish and fish catches for legal compliance • recognising fish species using taxonomic keys • recognising fishing technologies used. **Literacy skills used for**: • reading and interpreting legislation and regulations • recording information related to compliance monitoring. **Numeracy skills used for**: • counting and measuring fish and/or fishing devices • undertaking basic auditing.
Required knowledge
• fishing methods utilised by fishers in the region, including traditional fishing methods used by Indigenous communities • identifying features of fishing species relevant to the region • legislation and regulations relating to the commercial and recreational fishing industry, and Indigenous land rights • regulations applying to fish processors

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REQUIRED SKILLS AND KNOWLEDGE
• regulations applying to fisheries quotas • regulations relating to fish catches, net/fish catching devices, fishing methods and other related equipment for species being checked for compliance in the operative area.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in t his unit	Assessment must confirm ability to: • monitor compliance of commercial and recreational fishers and fish processors, and to recognise fish species and types of nets/fish catching devices and methods used in the region in which compliance is likely to be monitored. Assessment must confirm knowledge of: • compliance regulations that apply to fisheries, fish processors and fish species in the region in which compliance is likely to be monitored.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • copies of legislation and regulations • fish species likely to be monitored for compliance • measuring devices • nets and fish catching devices and other equipment related to fish catching likely to be monitored for compliance.
Method of assessment	The following assessment methods are suggested:

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EVIDENCE GUIDE	
	• observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Fish may include:	• fin fish, crustaceans, molluscs, marine mammals, plants, aquatic reptiles and amphibians.
Regulated limits may include:	• bag or boat limits • closed areas • state, territory or commonwealth legislation • length (e.g. minimum or maximum) • protected species • quota fisheries • season • time of year.
Fish catching devices may include:	• buoys • dredge (e.g. mussel and scallop) • hand spear, bow and arrow, and spear gun • nets (e.g. hand, dab, hoop, drop, mesh and hauling) • pots (e.g. yabbie) • rake (e.g. crab and cockle) • rod and line • traps (e.g. shrimp and rock lobster) • teasers

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RANGE STATEMENT	

	• traditional fishing methods, tools or equipment:
	  • baited woven fishing lines with bone or metal hooks
	  • collection by hand
	  • constructed/manipulated water bodies for aquaculture
	  • free diving
	  • harpoons or spears
	  • modern equipment (e.g. powered vessels) may also be used for occupational health and safety (OHS), animal welfare and other considerations
	  • stick or brush hide traps
	  • wooden rafts or canoes
	  • wooden stick or rock fish traps
	  • woven nets, hoops, pots or traps.

Regulated limits**, **procedures**, **and registration and license conditions may include:	• buoys:
	  • volume
	  • colour relevant to species
	• the cleaning, scaling and gutting of fish
	• combination and number of devices used
	• gear dimensions
	• location used
	• maximum number
	• mesh size (e.g. minimum and maximum)
	• positioning of nets relative to other nets, and other features
	• possession of measuring devices
	• presence of device owner during designated times
	• registration of nets/catching devices
	• sale/trade from recreational catch
	• tagging of gear:
	  • owner name and address
	  • tag dimensions
	• use of berley
	• use of teaser lines.

Legislation can be:	• commonwealth and state/territory legislation related to fisheries and fisheries management.

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RANGE STATEMENT	
Fisheries is defined as a:	• natural fishing resource of a specific species in a given management area.
Market documentation may include:	• business • catch • disposal.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP310C Operate off-road vehicles

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves operating four-wheel drive vehicles with towed equipment, in off-road conditions in a safe and effective manner. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare vehicle for operation	1.1. ***Vehicle*** is selected to meet operational requirements. 1.2. Preliminary check of the vehicle is completed to ensure it is serviceable. 1.3. ***Equipment and accessories*** are checked to ensure they are available and serviceable. 1.4. ***Start-up checks*** are completed according to jurisdictional procedures. 1.5. Trailer is attached and loads are arranged and securely tied down according to jurisdictional procedures and legislative requirements. 1.6. Vehicle route is determined taking into account vehicle limitations and safety of vehicle occupants, vehicle and any trailers/equipment attached to vehicle.
2. Drive the vehicle	2.1. Vehicle is driven in a defensive manner taking into account vehicle limitations and the risk of damage to the environment, vehicle and any attached trailer/equipment, and the safety of vehicle occupants. 2.2. Four-wheel drive capability is utilised effectively in response to varying terrain conditions. 2.3. ***Appropriate measures*** are taken where ***environmental*** factors immobilise or impede

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ELEMENT	PERFORMANCE CRITERIA
	progress of vehicle.
3. Follow up vehicle usage	3.1. Vehicle usage logs are completed according to jurisdictional procedures and enterprise requirements. 3.2. Mechanical problems and service requirements are reported or acted upon according to jurisdictional procedures and enterprise requirements. 3.3. Vehicle is left in a clean and tidy manner and parked according to jurisdictional procedures and enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• towing and manoeuvring a loaded trailer with an off-road vehicle in a range of terrain types • using four-wheel drive functions. **Literacy skills used for**: • filling out vehicle usage logs • reporting mechanical and service problems. **Numeracy skills used for**: • filling out vehicle usage logs.
Required knowledge
• limitations of the vehicle in a range of terrain types • operational components of off-road vehicle • vehicle operating procedures.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • operate four-wheel drive vehicles with a towed trailer in an off-road environment whilst demonstrating an awareness of personal safety and that of other users. Assessment must confirm knowledge of: • four-wheel drive vehicle operating procedures.
Context of and specific resources for assessment	Assessment is to be conducted either on the job or in a simulated working environment. Competence should be demonstrated using a four-wheel drive vehicle towing a loaded trailer. All terrain vehicles should be included for fisheries compliance activities if used in the region. Resources may include: • access to relevant vehicles and loaded trailer.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Vehicle may include:	• four-wheel drive and all terrain vehicle (ATV).
Equipment and accessories may include:	• effective means of communication • drinking water • first aid kit.

Start-up checks may include:	• coolant
	• equipment/locker security
	• fuel
	• instruments and gauges:
	  • analog systems indicators (e.g. high-beam, turn signals and parking brakes)
	  • audible warning devices
	  • brake warning lights
	  • electrical charging
	  • oil pressure
	  • speedometer
	  • tachometer
	  • temperature
	  • warning lights
	• oil
	• pump
	• visual inspection of vehicle
	• water.

Appropriate measures may include:	• assessing floor of creek or river crossing • assessing water depth and flow • extricate bogged vehicle • repair or replace flat or damaged tyres.
Environmental factors may include:	• boggy or sandy ground • creek or river crossings • ice or snow • obstructions (e.g. fallen trees and power lines) • rugged terrain • tidal movements.

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Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP315A Support the judicial process

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves preparing and managing evidence, witnesses and offenders for the relevant judicial authority, including presenting evidence and following up on the outcomes of proceedings. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare and forward court ***documents***	1.1. Elements/points of proof are comprehensively and accurately included into briefs of evidence. 1.2. Jurisdictional court required document formats and presentation standards are complied with. 1.3. Briefs of evidence comply with the jurisdiction's legal rules of evidence. 1.4. Documents are forwarded to persons/authorities within required timeframe. 1.5. The safety and security of witness evidence is maintained at all times.
2. Manage ***witnesses***	2.1. Witnesses are identified and court appearances arranged, including transport and accommodation, where required. 2.2. Witness summonses are arranged and served, in accordance with jurisdictional law, to ensure witness attendance at courts. 2.3. Liaison and support of witnesses is maintained before, during and after the trial. 2.4. Witnesses are ***prepared*** in an ethical manner to enable them to present their evidence in court. 2.5. ***Witness protection procedures*** are implemented, as necessary.

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor offenders	3.1. ***Documentation used in the monitoring of offenders*** is completed in compliance with court requirements 3.2. ***Procedures for monitoring offenders*** are in compliance with court requirements. 3.3. ***Appropriate authorities and parties*** are clearly advised in a timely manner of bail conditions, further proceedings and the court's requirements. 3.4. Procedures are implemented to ensure compliance of offenders with court requirements.
4. ***Liaise*** with and assist ***prosecuting authority***	4.1. ***Arrangements***, ***role and involvement*** in proceedings are confirmed. 4.2. Documentation is provided promptly and accurately to support the prosecution's case. 4.3. Informal and formal communication channels are maintained with the prosecuting authority. 4.4. Judicial guidelines, protocols and legal requirements are observed and adhered to at all times.
5. Present evidence	5.1. Proceedings and protocols relevant to the jurisdiction involved are adhered to throughout the proceedings. 5.2. Rules of evidence relevant to the jurisdiction are adhered to. 5.3. ***Demeanour*** is appropriate and evidence is presented to ***professional standards***. 5.4. Considered expert evidence is consistent with qualifications and expertise and is provided on request.
6. Undertake **post-court procedures** and follow up outcomes of proceedings	6.1. Briefs of evidence and other documents are acted upon. 6.2. Property and exhibits are returned or disposed of. 6.3. ***Relevant parties*** are notified of court results in a timely manner. 6.4. Where required, avenues of possible further action are constructively and objectively discussed with a prosecuting authority. 6.5. The outcomes of the proceedings are noted and filed, and reports completed. 6.6. Any required actions are implemented.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communicating with witnesses, prosecution authority and court personnel
- using computer and information management systems
- making decisions and solving problems
- applying operational safety skills
- orally communicating briefings, responding to questioning, active listening, reflecting, establishing rapport, negotiating and resolving conflict
- applying organisational and time management skills
- presenting evidence clearly and concisely at proceedings
- witness/victim management skills, in particular cultural awareness skills, ethical behaviours and integrity.

Literacy skills used for:

- taking notes
- preparing briefs of evidence and exhibit register
- writing reports
- word processing.

Required knowledge

- agency policies and procedures relating to preparation of documents and evidence, and providing expert opinion
- different judicial/quasi-judicial systems at which fisheries compliance matters are heard or prosecuted, and their procedures and protocols
- general principles of criminal liability
- relevant law, including the rules of evidence and continuity of evidence, policy and procedures
- role of legal personnel in judicial/quasi-judicial systems
- types of evidence admissible in judicial/quasi-judicial systems
- use of notes in court/tribunal/commission.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm ability to:
	• support the judicial process through:
	  • preparation of brief of evidence
	  • issuing summonses to witnesses
	  • ensuring witnesses are available and prepared
	  • presenting evidence
	  • following up on post-proceeding matters.
	Assessment must confirm knowledge of:
	• jurisdictional procedures and protocols
	• legislation relevant to the jurisdiction and the proceeding.

Context of and specific resources for assessment	Assessment is to be conducted on the job or in a simulated environment. A simulated environment must reflect a work environment with case materials, witnesses, court protocols and procedures, judicial forms and legal personnel.
Method of assessment	The following assessment methods are suggested: • written or oral short-answer testing • practical exercises or role-plays • observation of practical demonstration.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Documents may include:	• court brief/summary of facts • items or briefs of evidence • logs • media footage • photographs • radio/telephone records • reports of incidents • reports, legal opinion and other specialist reports • statements • statements/affidavits.
Witnesses may include:	• bystanders and experts • those directly involved.
Court ***preparation*** may include:	• being advised of obligations and format for giving evidence • being advised of the procedure for obtaining witness fees • being kept informed of investigation/court status.
Witness protection procedures may be undertaken by:	• specialised section for the case officer and may include bail conditions imposed on the offender.
Documentation used in the monitoring of offenders may include:	• bail reports/advice • fact sheets • field reports • reporting cards.
Procedures for monitoring offenders may refer to:	• bail conditions • curfew checks • reporting conditions • residential checks.
Appropriate authorities and parties to be advised include:	• bail/watch house Officer in Charge • the court.
Liaison with the prosecuting authority may be:	• formal or informal and occur before, during or after a trial.

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RANGE STATEMENT	
Arrangements*, *role and involvement may include:	• confirmation of evidence required to be presented • confirmation of time • date and location of proceedings.
Proceedings may include:	• judicial and quasi-judicial tribunals • rules of court.
Demeanour may include:	• appearance • confidence • deportment • dress standard.
Professional standards may include:	• concise and articulate manner • impartiality • integrity • language • respect for people and offices held • voice clarity.
Post-court procedures may include:	• discussion of possible appeal • implementation of judicial orders, such as for confiscation or destruction of property.
Relevant parties to be notified may include:	• government departments • internal and external agencies • other fisheries officers • the witness or witnesses.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFICOMP316A Gather, collate and record information

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves gathering, collating and recording information. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	Information may be gathered through statements or interviews. It may also be obtained from fishery or aquaculture database systems. Freedom of information and privacy legislation may apply.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain, record and analyse ***information from the community***	1.1. Information sought is relevant to fishery or aquaculture issues and is ***collected*** and recorded. 1.2. Information obtained is analysed, sorted and collated in relation to the purpose for which it is being obtained. 1.3. Contents of the ***information recording forms/reports*** is complete, accurate, concise, legible, understandable and in the required format.
2. Take and compile statements	2.1. ***Statements*** relevant to the matter being examined are sought. 2.2. Comprehensive statements are taken and contain all details relevant to the matter being examined. 2.3. Active and accurate listening is used when taking statements from persons.
3. Conduct interviews	3.1. Interviews are planned, managed and conducted to gather maximum amount of information relevant to the matter being examined. 3.2. All interviewees are afforded their legal rights and treated fairly and equitably. 3.3. Interview techniques employed comply with jurisdictional law and agency codes of ethics/practice.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Interviews are conducted and recorded correctly. 3.5. ***Interview and evidence recording equipment*** is operated correctly.
4. Utilise fishery or aquaculture and other appropriate information/database systems	4.1. Information entered on database systems is accurate, understandable, complete and verifiable, and the required agency data entry security procedures are adhered to. 4.2. Appropriate sources of information are identified and correctly accessed. 4.3. Information is legitimately retrieved from appropriate database systems. 4.4. Freedom of information and privacy laws or guidelines are complied with. 4.5. Information collected is sorted and collated according to criteria agreed to with supervisor. 4.6. Information is accessed and stored according to agency codes of ethics/practice.
5. Exchange information with other members within the agency	5.1. Communication linkages within the organisation/department are identified and utilised to exchange/share information. 5.2. Information received is assessed for relevancy to the purpose/issue for which it was sought. 5.3. Information is shared with agency sanctioned fellow officers. 5.4. Irrelevant information is disposed of according to agency procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• conducting interviews • using appropriate investigative techniques • operating interviewing recording equipment • preparing and compiling statements • questioning and interviewing

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REQUIRED SKILLS AND KNOWLEDGE
• using information systems • using technology. **Literacy skills used for**: • identifying, labelling and storing of evidence • preparing and compiling statements • reading and researching background literature • recording information.
Required knowledge

• information types and their sources
• jurisdictional laws, by-laws and regulations relating to:
  • fisheries management
  • environmental management
  • offences against persons and property
  • accessing information systems
  • privacy and freedom of information
  • the rights of individuals in relation to the conduct of interviews and statement compilation
• procedures and security measures for accessing, storing, retrieving and sharing data from fishery or aquaculture databases.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm ability to: • conduct interviews • prepare and compile statements • gather relevant information and record it accurately. Assessment must confirm knowledge of:

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EVIDENCE GUIDE	
	• jurisdictional laws and procedures relevant to gathering and recording information • sources of relevant information.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace or simulated work environment. Resources may include: • access to interview and evidence recording equipment.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises or role-plays • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Information from the community could be related to:	• addressing general community safety issues • assisting in the investigation and/or prosecution of criminal activity, location of witnesses to and/or suspects of such activity • establishing participative community programs • locating missing persons • progressing/supporting court hearings/matters.
Information to be collected may come from:	• commercial and recreational boaters and fishers • community business leaders

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RANGE STATEMENT	
	• ethnic communities • crime/accident/incident scenes • fellow officers • individuals • industry representatives and leaders • informants • local government • local media • Oceanwatch, Coastcare, Waterwatch, Landcare, and other similar community groups • public community forums • schools.
Information recording forms*/*reports may include:	• hand written and electronically-based proformas and reporting styles.
Statements should be comprehensive and may contain:	• all details which may assist the investigation and/or prosecution • all information required by court • all relevant information. Statements may be taken at agreed locations and are to be recorded in a written format that complies with the legal requirements for statements. Where appropriate and legal, statements may also be recorded in forms other than written, such as audiotape or audiovisual (video) tape.
Interview and evidence recording equipment may include:	• audiotape recorders • video cameras and recording equipment • cameras authorised for the purpose of recording interviews and statements that can be tendered as evidence in courts. In some agencies, interview and evidence recording equipment may also include basic fingerprinting equipment. Correct use of the equipment includes the authorisation, labelling, storage and filing of tapes and film (original and duplicates).

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Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP317A Facilitate effective communication in the workplace

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves communicating effectively in the line of duty as a fisheries officer. Communication is 'facilitated' meaning that: • appropriate communication techniques are used • before responding to a situation the fisheries officer adequately assesses it • the fisheries officer is a participating member of a work team and both informs the work team of situations and his/her proposed position, and contributes meaningfully to achieving team meeting outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Assess ***situations*** and adapt communication technique accordingly	1.1. Verbal communication is tailored to the identified audience. 1.2. ***Body language*** of audience is correctly assessed and responded to appropriately. 1.3. Active listening skills are employed and questioning techniques used to clarify issues or ***problem areas for resolution***. 1.4. Communication strategies are adopted that reflect consideration of the full range of ***human characteristics***/***factors***. 1.5. Where required, expert advice is sought or referrals made according to agreed procedures. 1.6. Contradictions, ambiguities, uncertainties or misunderstandings are identified and checked with a range of sources and references.

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ELEMENT	PERFORMANCE CRITERIA
2. Communicate effectively in the workplace	2.1. Appropriate ***interpersonal communication* techniques and skills** are selected and applied. 2.2. Communication is clear, concise and accurate.
3. Participate in ***meetings***	3.1. Supervisors and other colleagues are briefed with regard to the meeting's purpose and proposed positions to be put forward. 3.2. Documents to be used in meetings are obtained/researched. 3.3. Own contributions are prepared in advance relevant to the purposes of the meetings and supportive of the organisation's corporate goals and objectives. 3.4. Own position is clearly and effectively stated and substantiated.
4. Utilise conflict resolution/negotiation skills to address issues/incidents	4.1. Control and objectivity is maintained at all times in conflict situations. 4.2. Situational conflict is, as far as possible, ***de-escalated***. 4.3. Persons in conflict are separated, where appropriate, and ***relevant solutions*** negotiated or imposed correctly. 4.4. Where required, ***external agencies*** are accessed and utilised.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- adapting personal communication style to a variety of situations
- conflict negotiation and resolution
- effectively communicating instructions/directives to suspects and other members of the public
- incident de-escalation
- using interpretive services to facilitate communication
- using verbal communication to take control of situations.

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REQUIRED SKILLS AND KNOWLEDGE
Literacy skills used for: • researching information for meetings.
Required knowledge
• agency codes of ethics • agency policy and operational procedures regarding critical incident negotiation • agency policy and procedures covering verbal communication requirements • barriers to effective communication • communicative process • impacts of age, gender, ethnicity/aboriginality, special needs groups, personality and drugs/alcohol on the communicative process • meanings of various body language forms • state or territory anti-discrimination Acts • various support agencies available and the types of services offered.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm ability to: • effectively interact and communicate with colleagues and clients • respond to conflict situations in accordance with jurisdictional law and guidelines. Assessment must confirm knowledge of: • communicative processes • barriers to effective communication.
Context of and specific resources for assessment	Assessment is to be conducted on the job or in a simulated environment.
Method of assessment	The following assessment methods are suggested: • written or oral short-answer testing

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EVIDENCE GUIDE	
	• practical exercises or role-plays • observation of practical demonstration.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Situations cover all taskings undertaken by officers, whether reactive or proactive patrolling, undertaking station duties, and relate to circumstances in which the officer is in contact with other persons. Such processes may include:	• criminals • face to face • fellow officers • giving and/or receiving instructions and lawful direction • interviewing persons • providing verbal reports or seeking information • responding to inquiries • single or groups • suspects.
Body language may include:	• non-verbal characteristics exhibited by each person in response to the presence of fishery officers or lawful instruction given by such officers. Such characteristics may represent positive compliant behaviour or a negative non-cooperative/aggressive response.
Problem areas for resolution may include	• arrest scenes • crime scenes • disputes over procedural issues, such as processing or charging persons • life threatening situations, such as confrontations with armed persons • serving summons

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RANGE STATEMENT	
	• workplace disputes • workplace complaints • workplace grievance situations.
Human characteristics/factors may include:	• age • ethnicity • gender • geographic and demographic impacts • physical capacity • impacts of alcohol and legal/illegal drugs • peer group pressures • personality • previous experiences/encounters with fisheries officers.
Interpersonal communication techniques and skills may include:	• appropriate language • appropriate recognition and professional response to cultural diversity.

Meetings may include:	• formal, informal or pre-planned, and involve functional area/authority personnel, and may be for:
	  • operations assessment/debriefings
	  • operational planning
	  • occupational health and safety (OHS).

De-escalation means:	• reducing a situation to a point where the issue is reduced to a controllable level and the risk to life or property is minimised.
Relevant solutions, depending on the actual situation, may include:	• the issuing of lawful instructions/directions • employment of de-escalation processes • the 'use of force' • arresting, cautioning, reporting and detaining • accessing further assistance from either fellow officers or police. The development of appropriate response strategies should also take into account the needs and characteristics of factors such as age, gender and cultural/social background.
External agencies may include:	• ethnic advisory services • marine and transport • police. Negotiation can take place with supervisors,

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RANGE STATEMENT	
	colleagues and members of the public.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP318A Perform administrative duties

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves performing a range of administrative functions and preparing, submitting and/or assessing documentation pertaining to organisational needs, licensing/regulatory requirements and the receipt, storage and recording of money/property. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage administrative tasks, correspondence and records	1.1. ***Administrative tasks*** are assessed, prioritised and executed to ensure effectiveness of operations. 1.2. ***Correspondence and records*** are completed accurately and in a timely manner. 1.3. Correspondence and ***departmental reports and forms*** are maintained securely. 1.4. Movement of correspondence and records is accurately recorded. 1.5. Correspondence and records are submitted and stored correctly.
2. Maintain notes and records of duties performed	2.1. Notes/records of duties are completed and maintained correctly. 2.2. Notes are current and accurately maintained.
3. Complete and submit departmental reports and forms	3.1. Documentation is completed according to organisational requirements. 3.2. Content of forms/reports is accurate and complete, legible, understandable and in the correct formats. 3.3. Documentation is submitted within the required timeframe.
4. Prepare, submit and/or assess documentation for	4.1. Procedures for ***preparation and assessment for licences and/or regulatory authorisations*** are correct.

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ELEMENT	PERFORMANCE CRITERIA
the issue of licences and/or regulatory authorisations	4.2. Document ***assessment procedures*** and applicant security checks are carried out correctly. 4.3. Appropriate licence authority is correctly issued and details recorded.
5. Receive, record and store money and property	5.1. Receipt, recording and storage procedures for ***money and/or property*** are correct. 5.2. Stored money/property is maintained securely. 5.3. Property received is recovered from storage and ***disposed*** of correctly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- using accurate keyboarding
- applying professional judgement in the issuing of licences/regulatory authorisations.

Literacy skills used for:

- accessing databases for the purpose of checking applicant details/history
- accurately completing departmental forms and reports complying with organisational requirements regarding completion/currency of maintenance logs and patrol records
- producing clear and concise written communication.

Numeracy skills used for:

- assessing documents for licences
- receiving monies.

Required knowledge

- by-laws and regulations relating to the preparation of documentation
- jurisdictional laws
- issuing of licences/authorities and storage of property/money
- various types of departmental and licensing system documents/proformas/logs and

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REQUIRED SKILLS AND KNOWLEDGE
the preparation requirements for each.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to: • accurately prepare documentation • issue and receipt licences • store and record money/property consistent with agency policies, procedures and guidelines.
Context of and specific resources for assessment	Assessment is to be conducted on the job or in a simulated environment. Resources may include: • access to appropriate departmental proformas, licence applications, property books and storage systems • access to information databases to enable applicant suitability checks.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises or role-plays • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Administrative tasks may include:	• initiating telephone calls • stores requisitions and distribution • equipment maintenance • organising transport.
Correspondence and records may include:	• formatted documents • auditable and accountable documents • investigation files • internal and external memos • computer • audiotape records.
Departmental reports and forms may include:	• accoutrements usage reports • exhibit/evidence reports/briefs • incident reports • interview reports • motor vehicle log books • patrol activity reports • property book and disposal schedules • time sheets and leave forms.
Preparation and assessment for licences and/or regulatory authorisations may include:	• 'burning off' (not all jurisdictions) • fishing permits or licences (not all jurisdictions) • over dimension haulage permits (not all jurisdictions). Preparation and assessment may require liaison with other agencies, such as police, local government, fire services and road transport authorities.
Assessment procedures may include:	• checking applicant's criminal record • checking submitted documentation for accuracy and completeness • personal health suitability • references.

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RANGE STATEMENT	
Money and property could be:	• found and handed in to police • recovered/confiscated in the process of an investigation • recovered from accident scenes.
Money and/or property received may or may not:	• become 'evidence' in later court proceedings.
The ***disposal*** of property may include:	• disposal through organisationally sanctioned means, such as public auction • forfeiture to the Crown (under Confiscated Assets laws) • return to lawful claimant.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP401C Administer the district office

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves establishing, implementing and monitoring effective administrative procedures in district offices. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish, implement and monitor procedures for administrative tasks	1.1. ***Administrative tasks*** to be undertaken are identified, delegated to staff and written into job specifications. 1.2. Resources, both physical and human, required to maintain administrative functions at required level are identified, costed and budgetary approval sought if purchase is required. 1.3. ***Physical resources*** are obtained, installed and staff trained in use, if necessary. 1.4. Procedures for administrative tasks are established, documented and monitored on a regular basis. 1.5. ***Requests for information*** are handled in a timely manner. 1.6. Effectiveness of administrative procedures is assessed and ***action taken*** where administrative tasks are not up to standard.
2. Schedule maintenance and service	2.1. Service requirements for administrative equipment, outboard motors and vehicles are determined from manufacturer service guidelines. 2.2. Log books are monitored for usage patterns. 2.3. Procedures are established, documented and monitored for determining special service or repair requirements. 2.4. Scheduling for maintenance and service is planned in advance to minimise consequences of down time. 2.5. Servicing agent is booked and staff kept informed of schedule.

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Standard of servicing and associated costs are monitored and service agent given feedback.
3. Operate office within budgetary constraints	3.1. Budgets are negotiated with senior personnel based on past income and expenditure data and projected cost of planned activity within the budgetary period. 3.2. Income and expenditure are monitored and reconciled against the original budget. 3.3. Variances against the original budget are identified and adjustments made, where necessary. 3.4. Financial reports are provided to senior personnel.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• establishing, documenting and reviewing procedures • planning and monitoring budgets • supervising staff • training staff in the use of physical resources. **Literacy skills used for**: • completing and reading reports • reading manufacturer service guides and administrative documentation • writing procedures. **Numeracy skills used for**: • monitoring petty cash and banking procedures • preparing budgets • preparing service schedules.
Required knowledge
• administrative functions performed in a compliance office • financial reporting.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • establish and implement effective administrative procedures. Assessment must confirm knowledge of: • administrative functions.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • office environment.
Method of assessment	The following assessment methods are suggested: • project work using workplace scenario • role-play.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Administrative tasks may include:	• archiving • banking • cleaning and waste removal • database maintenance • desktop publishing • filing • information dissemination • mail and email • organisational reports, forms and logs • organising meetings, agendas and minutes • petty cash • phone and counter enquiries • postage and freight • reception • recording staff leave • recycling • requisitions • rostering of administrative staff • maintaining spreadsheets • switchboard and satellite phone • travel arrangements • vehicle or vessel usage • word processing • work-related documents, such as occupational health and safety (OHS) reports and time sheets.
Physical resources may include:	• cleaning equipment • computers • display shelving • facsimile machine • office furniture • photocopier • shredder • switchboard, extensions and mobile phones.
Requests for information may come from:	• fisheries management committees • ombudsman • senior personnel • the Minister's office.

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RANGE STATEMENT	
Action taken may include:	• altering the procedure • counselling staff working outside procedures • reassigning administrative tasks to other members of staff • training staff if insufficiently skilled to follow procedures.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP402C Plan the surveillance operation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves tasking, planning, allocating resources and organising a static or mobile surveillance operation, including any reconnaissance that may be required. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This competency is one in a series specialising in on-land surveillance. Other units include: SFICOMP403C Operate and maintain surveillance equipment SFICOMP404C Operate an observation post SFICOMP405C Perform post-surveillance duties SFICOMP406C Perform mobile surveillance.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Participate in planning the surveillance operation	1.1. A ***tasking brief*** is received and clarified with the team leader or client. 1.2. The ***type of surveillance operation*** is identified. 1.3. Priorities are discussed with the team leader and a realistic timeframe agreed. 1.4. ***Constraints*** are identified. 1.5. ***Aims***/***objectives*** of surveillance operation are clearly understood by all parties. 1.6. All available ***factors*** are analysed. 1.7. ***Resources*** are identified and appropriately selected. 1.8. Resource limitations are identified and discussed with the team leader. 1.9. ***Alternative surveillance techniques*** are identified.

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ELEMENT	PERFORMANCE CRITERIA
	1.10. A ***reconnaissance plan*** is prepared.
2. Conduct reconnaissance of nominated location	2.1. ***Entry and exit points*** are identified. 2.2. All apparent ***security monitoring devices*** are identified, where practicable. 2.3. Location is accurately described, including type, structure and ***surrounding environment***. 2.4. Vehicles and vehicle storage facilities are described. 2.5. ***Appropriate*** observation points for the location are identified. 2.6. Maps, aerial/ground photographs and/or video are utilised to enhance reconnaissance. 2.7. Major ***subject's frequency points*** and associates are identified and surveyed. 2.8. ***Surveillance coverage points*** for nominated location are identified. 2.9. All ***legislative and procedural requirements*** are observed. 2.10. A ***reconnaissance report*** is prepared.
3. Participate in preparation of the surveillance plan	3.1. A contribution is made to the development of *a **surveillance plan***, as required by the team leader. 3.2. Alternative surveillance techniques are identified. 3.3. Personal responsibilities are understood and, if appropriate, operational orders interpreted.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• clarifying and confirming briefing instructions • contributing to surveillance planning • sharing information with team members • observing and analysing • reading maps • using video and photographic equipment • working in a team.

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REQUIRED SKILLS AND KNOWLEDGE
Literacy skills used for: • documenting and adapting reconnaissance and surveillance plans • maintaining a running sheet. **Numeracy skills used for**: • counting, calculations involving time, distances and/or quantities • estimating height, weight and quantity of people • estimating size of people and/or product.
Required knowledge
• jurisdictional policies, procedures and laws, especially relating to privacy and trespass • local knowledge relevant to surveillance operations • surveillance methods.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • work in a team environment to develop a surveillance plan based on information obtained through a location/site reconnaissance. Assessment must confirm knowledge of: • jurisdictional policies, procedures and laws relevant to surveillance operations.
Context of and specific resources for assessment	Assessment is to be conducted at a workplace or in a simulated work environment.

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EVIDENCE GUIDE	
	Resources may include: • surveillance equipment required for reconnaissance • work team and team leader.
Method of assessment	The following assessment methods are suggested: • case study • journal • questions • role-play.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Tasking brief may include:	• a clear statement of the client's needs • proposed duration of the surveillance • records all available information held concerning the subject of surveillance • the aim of the surveillance.
Type of surveillance operation:	• collecting information that is part of an activity pattern • mobile • observing a specific activity • static.
Constraints may include:	• operational security • resources • timeframes.
Aims/***objectives*** will be:	• consistent with the overall objectives of the

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RANGE STATEMENT	
	investigation or operation .
Factors may include:	• any information and/or intelligence, which may impact on the formulation of the surveillance planning process, such as: • coverage period • likely courses of action • own resources • subject resources • topography.
Resources may include:	• financial • human • internal or external in origin • physical.
Alternative surveillance techniques may include:	• aerial • electronic • public transport • special requirements of performing surveillance in remote areas.
Reconnaissance plan may include:	• guidance on performance of the reconnaissance • input of surveillance team members and other specialist advice, if appropriate • resources needed • cover story • the risks of performing the reconnaissance.
Exit and entry points are:	• the avenues open to a subject to arrive at or depart from a specified location.
Security monitoring devices may include:	• alarm systems • all electronic surveillance devices • any other physical or technical application employed for the security of the location and which are likely to comprise a surveillance operation • man traps.
Surrounding environment may include:	• population orientation • socioeconomic climate • topography.
Appropriate means:	• correct choice taking into account the environmental conditions affecting the aim/objective at the time and security issues.

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RANGE STATEMENT	

A ***subject's frequency points*** are:	• any place or building likely to be accessed by the nominated subject, and may include:
	  • business locations
	  • public transport locations
	  • schools
	  • shopping facilities.

Surveillance coverage points are:	• observation positions used to identify and cover subject's movements and locations.
Legislative and procedural requirements will include:	• legislation relevant to jurisdiction and its officers in the performance of their duty • legal requirements for tendering surveillance reports to a court • standard operating procedures (SOPs).

Reconnaissance report:	• includes:
	  • aims/objectives of the reconnaissance
	  • equipment needs
	  • officers conducting the reconnaissance
	  • rally point
	  • time frame
	  • type of reconnaissance
	• provides a clear, concise picture of the operational area
	• should follow the agreed format.

Surveillance plan may include:	• resource and operational issues specific to the task, the team and the target • a plan of operation to facilitate the maximum use of resources in achieving the operational objective • a risk assessment.

Unit Sector(s)

Unit sector	Fisheries compliance

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP403C Operate and maintain surveillance equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves using surveillance equipment during a surveillance operation. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	Surveillance equipment includes radio communication equipment and electronic equipment used to record observations during the surveillance. It also involves being aware of the possible use by targets of counter surveillance technologies (scanners). This competency is one in a series specialising in on-land surveillance. Other units include: SFICOMP402C Plan the surveillance operation SFICOMP404C Operate an observation post SFICOMP405C Perform post-surveillance duties SFICOMP406C Perform mobile surveillance.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Operate and maintain surveillance equipment	1.1. ***Surveillance equipment*** is selected, operated and maintained according to ***jurisdictional policies***, ***procedures and laws*** and ***operational requirements***. 1.2. Security of equipment and communications is maintained throughout the surveillance operation. 1.3. Photographs and video footage are produced that meet surveillance operational requirements. 1.4. Covert communication attachments are correctly connected, utilised and operated. 1.5. The possible use by subjects of scanner/interceptor equipment is identified and the appropriate response is made.

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ELEMENT	PERFORMANCE CRITERIA
2. Participate in the establishment and use of surveillance communication protocols	2.1. Communications equipment appropriate to the transmission distances required for the surveillance operation is selected. 2.2. Radio communication channels appropriate to the surveillance operation are identified and used. 2.3. Secure coding equipment and secure transmission nodes are used appropriate to surveillance operational requirements. 2.4. Communication is clear, concise, accurate, timely and relevant using surveillance terminology as appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• using cameras and video equipment to produce photographs and video footage that meet surveillance operational requirements • using communication equipment whilst undertaking surveillance operations. **Literacy skills used for**: • applying surveillance communication protocols • maintaining a running sheet • reading manufacturer guidelines for operating and maintaining surveillance equipment. **Numeracy skills used for**: • calculating time and distances • establishing settings/channels used in camera work and communications.
Required knowledge
• communication protocols • evidentiary requirements • film types and their application for a range of surveillance requirements

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REQUIRED SKILLS AND KNOWLEDGE
• legislative requirements relating to surveillance work and tendering evidence in court • local knowledge relevant to surveillance operations • maintenance requirements for surveillance equipment • operational procedures for surveillance equipment • surveillance methods.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • operate surveillance equipment to provide communications support to the surveillance operation • record observations to a standard that meets surveillance objectives and jurisdictional evidentiary requirements. Assessment must confirm knowledge of: • communication protocols • camera techniques.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment and should include the range of surveillance equipment used in the jurisdiction. Resources may include: • surveillance plan • surveillance equipment required for surveillance method.
Method of assessment	The following assessment methods are suggested: • demonstration

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EVIDENCE GUIDE	
	• portfolio of photography and video footage • questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Surveillance equipment may include:	• any equipment available in the operational circumstances, such as:
	  • CCTV equipment
	  • communications equipment
	  • infrared technology
	  • night vision technology
	  • other surveillance equipment:
	  • portable radio
	  • repeaters or any other communications device
	  • SLR camera
	  • tracking equipment
	  • vehicle radio
	  • video camera.

Jurisdictional policies, ***procedures and laws*** may include:	• legal requirements for tendering surveillance product to a court • legislation relevant to the agency and its officers in the performance of their duty • occupational health and safety (OHS) guidelines and procedures • standard operational procedures (SOPs).
Operational requirements may	• availability

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RANGE STATEMENT	
include:	• communications security • location • topography.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP404C Operate an observation post

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves selecting an observation post consistent with the surveillance tasking, operating the observation post in a manner consistent with the maintenance of the covert nature of the surveillance activity, recording observations, and closing down the observation post at the conclusion of the operation. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This competency is one in a series specialising in on-land surveillance. Other units include: SFICOMP402C Plan the surveillance operation SFICOMP403C Operate and maintain surveillance equipment SFICOMP405C Perform post-surveillance duties SFICOMP406C Perform mobile surveillance

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Participate in the selection of the observation post position	1.1. The aims and objectives of the operation are considered in the assessment of the suitability of potential ***observation posts***. 1.2. Contributions are made to the selection of an ***appropriate*** observation post. 1.3. ***Liaison*** with other areas within the organisation and outside agencies is performed, as appropriate. 1.4. ***Security issues*** are addressed when considering potential observation post sites. 1.5. The subject's movements are covered through appropriate observation positioning. 1.6. All ***legislative and procedural requirements*** are

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ELEMENT	PERFORMANCE CRITERIA
	observed.
2. Participate in the establishment of the observation post	2.1. Appropriate ***communication equipment*** is installed and operational. 2.2. Appropriate ***recording facilities*** are established. 2.3. The observation post is established covertly and securely. 2.4. ***Occupational health and safety*** (***OHS***) ***requirements*** are understood and applied to the greatest extent possible during the surveillance operation.
3. Participate in the maintenance of the observation post	3.1. Appropriate ***security procedures*** are followed. 3.2. ***Demeanour and dress*** are consistent with the environment. 3.3. Surveillance positions are not compromised during arrival/departure from observation post. 3.4. Equipment is concealed or disguised when being utilised in surveillance operations. 3.5. Security of equipment and evidence and covert nature of the operation are maintained when observation post is not in use. 3.6. All legislative and procedural requirements are observed. 3.7. ***Counter-surveillance measures*** are recognised and applied, as appropriate. 3.8. ***Anti-surveillance techniques*** are recognised and applied appropriately.
4. Record observations	4.1. The subject is properly identified. 4.2. Accurate observations are made and appropriate records kept according to evidentiary requirements. 4.3. Relevant recording procedures are used, such as ***running sheets***, photographic or electronic equipment. 4.4. Subject ***exit and entry points*** are identified. 4.5. Running sheets are completed according to the ***prescribed format***. 4.6. ***Surveillance product*** is disseminated in a timely and acceptable manner, where required.
5. Close down the observation post	5.1. The observation post site is cleared of agency surveillance presence. 5.2. All equipment is accounted for and returned.

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ELEMENT	PERFORMANCE CRITERIA
	5.3. Debriefing is undertaken as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• contributing to planning and decisions • liaising with others in the organisation and outside agencies • observing and analysing • planning for contingencies • reading maps • sharing information with team members • using communication equipment • using video and photographic equipment • working in a team. **Literacy skills used for**: • maintaining a running sheet. **Numeracy skills used for**: • counting, calculations involving time, distances and/or quantities • estimating height, weight and number of people • estimating size of people and/or product.
Required knowledge
• evidentiary requirements • jurisdictional policies, procedures and laws • local knowledge relevant to surveillance operations • operational procedures for surveillance equipment • surveillance and counter-surveillance methods.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • select, operate, maintain and close down an observation post as part of a work team. Assessment must confirm knowledge of: • jurisdictional policies, procedures and laws relevant to surveillance operations.
Context of and specific resources for assessment	Assessment is to be conducted at an observation post or in a simulated work environment. Resources may include: • surveillance plan • surveillance equipment required for surveillance from an observation post • work and team leader.
Method of assessment	The following assessment methods are suggested: • observation of demonstration • oral questions • analysis of running sheet • evidence obtained as a result of surveillance.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Observation post is:	• the covert and static position used for the observation of the surveillance subject.
An ***appropriate*** site for an observation post is:	• a covert, functional and secure location that provides adequate observation of surveillance subject.
Liaison may include:	• appropriate collection and dissemination of information within the organisation and to outside agencies.
Security issues include:	• considering the physical security of the observation post through research of the observation post and the surrounding occupants to maintain integrity of surveillance activity.
Legislative and procedural requirements will include:	• legal requirements for tendering surveillance reports to a court • legislation relevant to jurisdiction and its officers in the performance of their duty • standard operating procedures (SOPs).

Communication equipment is:	• any equipment available in the operational circumstances and may include:
	  • any other communication device suitable for the surveillance, including in relation to security of messages
	  • hand-held and vehicular radios
	  • mobile phones
	  • repeaters.

Recording facilities may be established for the purpose of:	• documenting running sheets or logs • using electronic recording equipment.
OHS requirements may include:	• interpretation and application of OHS law, policy, guidelines and procedures.
Security procedures may include:	• the appropriate application of counter and anti-surveillance techniques • the physical security of the observation post, its occupants and equipment while maintaining its covert nature.
Demeanour and dress is:	• appropriate to the situation, location and

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RANGE STATEMENT	
	environmental conditions.
Counter-surveillance measures are:	• techniques employed to identify and counteract surveillance without detection, such as: • acting naturally • counter-surveillance routes • developing and using area familiarisation.
Anti-surveillance techniques are:	• techniques employed to identify surveillance.
Running sheets *are*:	• surveillance logs in the prescribed format.
Exit and entry points are the:	• avenues open to a subject to arrive at or depart a specified location.
Prescribed format means:	• a format accepted by the agency and that conforms to evidentiary requirements.
Surveillance product is:	• information collected because of a surveillance operation and which has been collated and analysed, as appropriate, to suit the needs of the surveillance objective.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFICOMP405C Perform post-surveillance duties

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves performing activities that occur on conclusion of the surveillance operation. This includes maintaining and storing surveillance equipment, preparing surveillance product in support of court proceedings or to other client needs, and disseminating information gathered during surveillance to the client. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This competency is one in a series specialising in on-land surveillance. The others are: SFICOMP402C Plan the surveillance operation SFICOMP403C Operate and maintain surveillance equipment SFICOMP404C Operate an observation post SFICOMP406C Perform mobile surveillance

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		
	SFICOMP404C	Operate an observation post

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Store and secure equipment	1.1. Equipment is stored. 1.2. ***Security*** of surveillance equipment is maintained when not in use. 1.3. Maintenance of equipment is conducted according to a maintenance schedule.
2. Prepare surveillance product to a standard that meets court requirements	2.1. Witness statements, photographs, video footage and surveillance exhibits are labelled and stored. 2.2. Information gathered during surveillance is disseminated to relevant parties. 2.3. Running sheets are ***adopted***. 2.4. ***Continuity and security*** of surveillance product is maintained and acceptable for presentation in court.
3. Participate in	3.1. Debriefing session is attended and information and

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ELEMENT	PERFORMANCE CRITERIA
debriefing session on the surveillance activity	feedback relating to the surveillance activity are provided, as required. 3.2. Contributions are made to the ***post-surveillance report*** commensurate with level of responsibility and involvement in the surveillance activity.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing information related to surveillance activity • communicating observations and analysis results to others • disseminating information according to jurisdictional requirements • maintaining equipment • preparing briefs • sharing information as part of a team • working as part of a team developing the surveillance product. **Literacy skills used for**: • analysing surveillance-related information • preparing briefs. **Numeracy skills used for**: • counting and calculations involving time, distances and/or quantities • estimating height, weight and number of people • estimating quantity and size of product.
Required knowledge
• evidentiary requirements • jurisdictional policies, procedures and laws • maintenance and use of surveillance equipment • surveillance methods.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • prepare surveillance product to a standard that meets jurisdictional and legal requirements. This will be obtained through the analysis of information gathered during surveillance activities. Assessment must confirm knowledge of: • jurisdictional policies, procedures and laws relevant to surveillance operations and allowable evidence.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • surveillance plan • scheduled maintenance program for surveillance equipment • running sheets • exhibits • surveillance equipment requiring maintenance, including manufacturer guidelines • work team.
Method of assessment	The following assessment methods are suggested: • written post-surveillance reports • observation of participation in a debriefing session • observation of surveillance equipment maintenance activities • demonstration of preparation exhibits • assessment of possible improvements in surveillance

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EVIDENCE GUIDE	
	activity.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Security ensures:	• the prevention of loss or damage or compromise of equipment.
Adopted means:	• the process of surveillance officers legally acknowledging the accuracy of an observation.
Continuity and security means:	• management of surveillance product in accordance with accepted practice.
Post-surveillance report means:	• a report prepared to the agreed format on any operational issues that may have emerged during the surveillance operation and which requires consideration with a view to subsequent action.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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SFICOMP406C Perform mobile surveillance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves performing mobile surveillance using foot, vehicle and alternative surveillance techniques. Alternative surveillance techniques include aerial and electronic surveillance, surveillance in remote areas and surveillance from/on public transport. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This competency is one in a series specialising in on-land surveillance. Other units include: SFICOMP402C Plan the surveillance operation SFICOMP403C Operate and maintain surveillance equipment SFICOMP404C Operate an observation post SFICOMP405C Perform post-surveillance duties.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Maintain ***mobile surveillance***	1.1. The subject is properly identified. 1.2. Officer and equipment are selected and prepared ***appropriate to the environment*** in which surveillance will be undertaken. 1.3. Surveillance of the subject is maintained according to operational requirements at all times. 1.4. The subject's movements are monitored under all conditions through appropriate observation positioning, including covering ***exit and entry points*** to the area. 1.5. ***Communications techniques and equipment*** are used according to operational requirements.

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ELEMENT	PERFORMANCE CRITERIA
	1.6. ***Running sheets*** are completed in the prescribed format and include accurate descriptions of subjects, vehicles and location. 1.7. Equipment and evidence is kept ***secure*** during the surveillance operation.
2. Maintain covert nature of surveillance operation	2.1. The ***covert nature*** of the surveillance is maintained using ***techniques appropriate for foot and/or vehicle surveillance***. 2.2. Surveillance positions are not compromised by the movement of officers during the period of observation. 2.3. Officers performing foot surveillance are recovered without compromise. 2.4. Equipment and documentation are concealed or disguised during surveillance operation.
3. Respond to changes in surveillance operation	3.1. Appropriate search techniques are applied following loss of subject. 3.2. The need for ***counter-surveillance*** and/or ***anti-surveillance techniques*** is recognised and appropriate actions selected and applied. 3.3. Timing and position of ***changeovers*** are managed to control surveillance of subject, security of officers and to ensure the covert nature of the operation. 3.4. The need for ***alternative surveillance techniques*** is identified and requested 3.5. Static surveillance positions are appropriately utilised to support mobile surveillance operation as determined by the surveillance plan or in response to changing requirements of the current operation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing information related to surveillance activity • communicating within an operational context and authority of position

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REQUIRED SKILLS AND KNOWLEDGE
• interpreting and drawing maps • observing surveillance subject • planning for contingencies • sharing information with team members • using communication equipment under operational conditions • using foot surveillance skills under operational conditions • using surveillance driving skills under operational conditions • using surveillance technology, such as cameras, video and communication equipment • using technical skills relating to operation of surveillance equipment • working as part of a team. **Literacy skills used for**: • analysing information • interpreting and drawing maps • maintaining a running sheet. **Numeracy skills used for**: • counting and calculations involving time, distances and/or quantities • estimating height, weight and number of people • estimating quantity and size of product.
Required knowledge
• evidentiary requirements • jurisdictional policies, procedures and laws • local knowledge relevant to surveillance operations • surveillance methods • use of surveillance equipment.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • work with a team to carry out covert surveillance by applying vehicle and/or foot surveillance techniques under operational conditions. Assessment must confirm knowledge of: • jurisdictional policies, procedures and laws relevant to surveillance operations and allowable evidence.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • surveillance equipment relevant to vehicle and foot surveillance • surveillance plan (real or case study) • running sheets • work team.
Method of assessment	The following assessment methods are suggested: • analysis of running sheet • oral questions • observation of foot and vehicle surveillance techniques used in workplace or simulated situations.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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

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RANGE STATEMENT	
regional contexts) may also be included.	
Mobile surveillance may be:	• from vehicle • from vessel • on foot • a combination of these methods.
Appropriate to the environment means taking into consideration:	• location (e.g. city, beach, hotel, rural town and remote area) • selection of vehicle and any equipment being used as part of the cover • situation, including mode of dress • the aim/objective at the time.
Exit and entry points are:	• the avenues open to a subject to arrive at or depart a specified location.
Communication techniques and equipment relate to:	• appropriate selection and use of communication equipment • use of appropriate terminology.
Running sheets are:	• a surveillance log in the prescribed format.
Secure means:	• preventing the loss of equipment and unauthorised access to communications.
Covert nature means:	• the subject or members of the public are unaware of the surveillance activity.
Appropriate techniques for foot surveillance may include:	• appropriate control and use of movements and equipment so as to maintain the covert nature of the surveillance • appropriate positioning to observe the subject taking into account topography, location, cover and exit points the subjects could use • effective teamwork.
Appropriate techniques for vehicle surveillance may include:	• appropriate control and discretion of vehicle movements • methods of vehicle interception so as to maintain the covert nature of the surveillance • selection of vehicle positions • the use of multiple vehicles • vehicles will be driven according to traffic regulations.
Counter-surveillance measures are:	• techniques employed to identify and counteract surveillance without detection, such as:

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RANGE STATEMENT	
	• acting naturally • counter-surveillance routes • developing and using area familiarisation.
Anti-surveillance techniques are:	• techniques employed to identify surveillance.
Changeovers refer to:	• the movement of officers between surveillance duties.
Alternative surveillance techniques may include:	• aerial and electronic surveillance • public transport • surveillance in a remote area.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP407C Undertake prosecution procedures for magistrate's court

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves carrying out preliminary prosecution work up to the stage of a plea being entered. It includes adjudicating a brief to determine if charges are to be laid, attending magistrate's court and completing all associated administrative tasks. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	Fisheries compliance officers in some states and territories may not undertake prosecution duties.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. ***Adjudicate*** brief	1.1. Brief is assessed to ensure it contains all required documentation relevant to the alleged offence. 1.2. A decision is made based on available facts, the law, within the limitations of time, and in accordance with the prosecuting authority's policies. 1.3. ***Documentation*** is ***accurately completed*** and forwarded. 1.4. Enquiries are made into the existence of bonds applying to the charged offender and, if necessary, a decision made on estreatment.
2. Attend general court	2.1. Defence applications and submissions are responded to, as appropriate. 2.2. Prosecution submissions are presented fluently, concisely and as appropriate. 2.3. The allegations from the prosecution brief are presented fluently and concisely where a guilty plea has been entered. 2.4. All ***available relevant information*** and admissible evidence is presented. 2.5. Questions from the bench are responded to with available information. 2.6. Courtroom conduct and dress is in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	accepted court etiquette.
3. Complete administrative tasks	3.1. File endorsements are completed accurately and in a timely manner. 3.2. ***Matters*** arising from the general court attendance are followed up.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• following courtroom procedures • presenting allegations from the prosecution brief to the court • researching law relevant to the case • researching prior convictions and current bonds as pertaining to charged offender. **Literacy skills used for**: • accurately completing legal forms and courtroom documents • reading and interpreting briefs and legal information • researching. **Numeracy skills used for**: • calculating additional penalties.
Required knowledge

• courtroom etiquette
• courtroom procedures:
  • estreating bonds
  • negotiating in pre-trial hearings
  • to oppose or support bail
  • to oppose, support or request adjournment
• office procedures:
  • addressing the bench

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REQUIRED SKILLS AND KNOWLEDGE
• adjudicating of briefs • completing and serving summonses • preparing applications • responding to questions from the bench and other parties • prosecuting authority's policies on adjudication of briefs.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • adjudicate a brief and prosecute in general court. Assessment must confirm knowledge of: • courtroom procedures • applicable law, office policies and procedures.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • brief (completed) • courtroom procedures • legal and internal documentation • mock general court • office policies and procedures.
Method of assessment	The following assessment methods are suggested: • questions • demonstration of courtroom skills.
Guidance information for	This unit may be assessed holistically with other units

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EVIDENCE GUIDE	
assessment	within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Adjudicate means to:	• determine whether an offence has been committed, and if so, what charges will be laid. Adjudication may be the responsibility of a prosecution unit within the compliance agency, or it may be the responsibility of the Crown.

Documentation includes both:	• where charge is to be laid:
	  • legal document (complaint and summons) prepared, signed by relevant authority and forwarded to appropriate section to be served on the alleged offender
	• where no charge is laid:
	  • an internal document is completed and filed in accordance with policy.

Accurately completed includes:	• correct at law • free of clerical error.
Available relevant information may include:	• adjournment applications • applications for court orders • bail applications • estreated bonds • guilty pleas • pre-trial hearings • prior convictions • prosecuting allegations.
Matters may include:	• any necessary enquiries are conducted • clearing exhibits

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RANGE STATEMENT	
	• completing documentation/reports as required • instituting appeal proceedings • notifying appropriate parties of magistrate's court outcomes.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP409A Plan and undertake patrol operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves undertaking operational tasks, including patrols, for the purpose of deterring and detecting non-compliant activities. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	Undertaking patrol operations involves assessing a potential situation for non-compliance with state, territory and commonwealth fisheries regulations, and for risk to patrolling officers. It also includes the range of communication skills required to handle situational behaviours with due regard for cultural diversity.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Undertake ***patrols***	1.1. A positive visual presence is maintained while patrolling. 1.2. ***Situations*** are ***assessed*** for potential non-compliance with state, territory and/or commonwealth fisheries regulations and appropriate actions taken, including requests for further assistance. 1.3. ***Effective communication*** is maintained with other relevant fisheries compliance officers and the public, where appropriate. 1.4. Patrolling is undertaken according to jurisdictional requirements and supervisor's instructions or in a manner that optimises achievement of the patrol's goals. 1.5. Communication with the public is ***courteous and professional*** at all times. 1.6. ***Situational behaviour*** of persons is accurately

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ELEMENT	PERFORMANCE CRITERIA
	assessed with due regard for ***cultural diversity***. 1.7. ***Intelligence*** gathered while on patrol is shared with other fisheries compliance officers and reported. 1.8. ***Follow-up actions*** are undertaken on completion of the patrol.
2. Establish, maintain and utilise knowledge of the local patrol area	2.1. Features particular to *a* ***patrol area*** are identified and noted. 2.2. Communication paths are established and fostered within the patrol's community and industry members. 2.3. Fisheries compliance issues concerning a patrol area are identified in the media through internal intelligence and bulletins/notices. 2.4. Patrol area information and issues are analysed and acted upon, where required. 2.5. Communication regarding latest patrol area issues is maintained with work team and supervisor according to jurisdictional information security procedures. 2.6. All actions taken reflect knowledge of latest intelligence. 2.7. Patrol reports are completed for supervisor.
3. Respond to ***requests for emergency*** and ***other types of assistance***	3.1. All requests for assistance are received and confirmed with supervisor. 3.2. Vehicles and vessels are prepared appropriately to respond to request. 3.3. Staff are fully briefed by authorised personnel on procedures for dealing with emergency situation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• applying the 'use of force' (restraining and self-defence tactics) • counselling, conflict resolution, mediation and incident de-escalation • effectively communicating appropriate instructions/directives to offenders or suspected offenders

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REQUIRED SKILLS AND KNOWLEDGE
• identifying situational behaviours and problems • minimising workplace risks to self, colleagues and the public. **Language and literacy skills used for**: • completing jurisdictional forms related to evidence and non-compliant activities • communication within a patrol context, with community and industry members • reading and interpreting jurisdictional policies and procedures • writing patrol reports and court briefs. **Numeracy skills used for**: • basic auditing.
Required knowledge
• anti-discrimination Acts • disability Acts • general duty of care responsibilities • human behaviour (individual and group) and the impacts of age, gender, ethnicity, social background and recreational practices, such as drugs and alcohol • Indigenous land rights and cultural activities, including fishing by traditional methods • jurisdictional laws and regulations relating to fisheries management and fisheries compliance activities • jurisdictional policy and procedures covering compliance checks related to fisheries management and safety issues/practice • potential risks associated with operational patrolling • strategies to optimise safety under a range of operational scenarios • the 'use of force' and its legal parameters.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • accurately assess potential situations of non-compliance and communicate effectively with persons involved. Assessment must confirm knowledge of: • jurisdictional policies and procedures for handling situations of non-compliance, potential and actual • the patrol area in detail.
Context of and specific resources for assessment	Assessment may be conducted at the workplace and/or in a simulated work environment. Resources may include: • role-play scenarios.
Method of assessment	The following assessment methods are suggested: • demonstration on the job or role-play • short answer questions.
Guidance information for assessment	To ensure consistency in one's performance, competence should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Patrols may be on foot or mobile (e.g. vehicle and vessel) and cover:	• beaches • dams and lakes

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RANGE STATEMENT	
	• estuaries • jetties and boat ramps • rivers and creeks • sea.
Situations include anywhere anyone may be involved in:	• catching • unloading • selling • processing fish stock.
Assessment may include:	• appreciating the incident • determining response required • determining whether security is required • establishing communications.
Effective communication may:	• contribute to the safety of officers and the public • ensure all relevant scenario information is shared between officers present at a specific scene or incident • ensure lawful directions given are clearly understood by the recipient.
Communication that is ***courteous and professional*** is described in:	• the jurisdictional established code of ethics for dealing with fellow fisheries compliance officers and members of the community/industry.
Situational behaviour includes:	• a full range of verbal and non-verbal behavioural responses to the presence of fisheries compliance officers or lawful instruction given by such officers.
Cultural diversity may include:	• recognition of the linguistic and cultural assets in the population as a valuable resource • respect for and the accommodation of culture, language and religion of others within an Australian legal and institutional framework where English is the primary language.
Intelligence may include information about:	• forthcoming industry and community events/activities that could be of promotional assistance to fisheries management • previous suspected non-compliant activities and/or the whereabouts of offenders • suspicious persons, groups, vehicles, vessels and activities.
Follow-up actions may include:	• attendance in court

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RANGE STATEMENT	
	• handling of evidence • interviews • preparation of a patrol report for supervisor • preparation of regulatory notices, court documents or briefs • provision of advice or intelligence to other police officers • provision of further information.
Features of a ***patrol area*** include:	• identification of community and industry contacts supportive of the fisheries compliance function • its geographic location • its local industry and recreational fishers • its predisposition, if any, to particular non-compliance activity and community awareness programs (e.g. Fishwatch) • presence of vessels, boat trailers and vehicles.
Emergency requests may be for:	• reporting suspicious activity • search and rescue • transfer of individuals from other vessels • transporting individuals to designated places.
Other requests for assistance may include:	• applying chemicals for fish control • assistance with electro-fishing • audit license agencies • collecting samples • fish kills • fish salvages.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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SFICOMP410A Promote fisheries management awareness programs

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves promoting fisheries management awareness programs to industry, recreational fishers and the general public. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	Some fisheries compliance agencies may have a dedicated education support unit.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify opportunities for ***awareness raising activities***	1.1. ***Opportunities*** for increasing awareness of ***legislation*** and ***fisheries management principles*** are identified by work team members. 1.2. ***Resources*** within the organisation that can support the promotion and awareness activities are identified and availability researched and booked or obtained. 1.3. Awareness and promotional activities are selected that are consistent with awareness program and the goals of the organisation, and will maximise audience coverage for minimum effort and be cost-effective.
2. Conduct awareness and promotional activities	2.1. Awareness and promotional activities are approved by supervisor. 2.2. ***Plans*** are developed for activities that take into account the type of activity, ***target group characteristics*** and message. 2.3. ***Bookings*** are made for selected activities and expectations clarified with relevant people. 2.4. Awareness/promotional activities are conducted according to plan. 2.5. Organisation is presented in a positive manner.
3. Follow up on awareness and promotional	3.1. Borrowed resources are returned and acknowledgment given to anyone who provided

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ELEMENT	PERFORMANCE CRITERIA
activities	assistance or support. 3.2. Requests for information are responded to in a timely manner. 3.3. Evaluation of activities is carried out according to the plan and reported to supervisor.
4. Build industry networks	4.1. Opportunities to liaise with industry at all levels are identified, evaluated for benefits to fisheries compliance organisation, and prioritised. 4.2. Personnel are scheduled to pursue liaison opportunities as part of operational planning. 4.3. Work team and supervisor are kept informed of current issues and concerns that relate to fisheries management and fisheries compliance operations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating with work team and supervisor about promotional activities, relevant issues and concerns • organising awareness and promotional activities • responding to enquiries • presenting information on legislation and fisheries management principles to individuals and groups. **Literacy skills used for**: • reading promotional literature • writing up the activity plan. **Numeracy skills used for**: • evaluating the cost of awareness activities.
Required knowledge
• basic fisheries management principles relevant to the target group

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REQUIRED SKILLS AND KNOWLEDGE
• educational resources and support available from the organisation • fisheries Acts and legislation relevant to the target group • Indigenous land rights and cultural activities, including fishing by traditional methods • structure and function of the fisheries compliance organisation.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • organise and carry out effective fisheries management awareness activities. Assessment must confirm knowledge of: • fisheries legislation and fisheries management principles for species in the region.
Context of and specific resources for assessment	Assessment may be undertaken as part of work activities or in a simulated work environment. Resources may include: • material and kits pre-prepared by others • pre-outfitted caravans and trailer displays • events calendars.
Method of assessment	The following assessment methods are suggested: • questions • development of plan • project involving a specific fisheries management awareness raising program.
Guidance information for	This unit may be assessed holistically with other units

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EVIDENCE GUIDE	
assessment	within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Awareness raising activities may include:	• group presentations • information booth • interviews • literature display • media releases • newspaper articles • school presentations.
Opportunities may include:	• fishing seasons • newspapers and special lift outs • regional and metropolitan events (e.g. shows, exhibitions, Blessing of the Fleet, field days, shopping malls and expos) • school programs and career events • service club meetings • target special interest groups/individuals and locations frequented • television and radio current affairs.
Legislation may include:	• fisheries quotas • legal limitations • netting and fish catching devices • regulated procedures.
Fisheries management principles may include:	• fisheries management strategy • measures for determining fishing effort for species in relevant fisheries • methods for determining stock abundance • population dynamics of species:

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RANGE STATEMENT	
	• mortality rate • reproductive and movement patterns • schooling and growth habits.
Resources may include:	• education and promotions personnel • education unit • specialist library • videos and paper presentation materials • volunteer groups.

Plans may include:	• choice of media
	• evaluation process:
	  • cost of conducting activity
	  • feedback from target group
	  • interest in volunteer service
	  • number of non-compliance incidents reduced
	• marketing
	• presentation/delivery plan
	• resource requirements, including staff and volunteers
	• time schedule.

Target group characteristics may include:	• area of interest • background knowledge and experience • literacy level.
Bookings may include:	• advertising space • organisation resources (e.g. caravan, literature and videos) • staff and volunteers • venue.

Unit Sector(s)

Unit sector	Fisheries compliance

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP411A Implement aquaculture compliance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves implementing aquaculture compliance through monitoring and promotional activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This competency involves monitoring of aquaculture enterprises, facilities and practices for compliance with a range of legislative and regulatory requirements. These may vary between states and territories and between a state and territory and the commonwealth. Aquaculture enterprises may be engaged in aquaculture or in holding or displaying ornamental species. Fisheries compliance officers undertake promotional activities to build awareness of the principles of ecologically sustainable development (ESD) with practising and potential aquaculturalists, and the wider community.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify scope of compliance powers in jurisdiction	1.1. Current ***legislation***, ***regulations and codes of practice*** relevant to ***aquaculture development and production*** of ***cultured or held stock*** are identified. 1.2. Jurisdictional policies and procedures for monitoring non-compliance and responding to ***reportable events*** are identified.
2. Promote awareness of compliance in the aquaculture industry	2.1. Aquaculture codes of practice and ***principles of ESD*** are promoted to industry and community. 2.2. Protocols for handling the movement of cultured or held stock interstate are promoted to industry and community. 2.3. ***Consequences of non-compliance*** are made known to industry and community.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Timely and relevant responses to enquiries are given.
3. Monitor aquaculture enterprises for compliance	3.1. Routine ***site inspections*** are conducted to ensure compliance with identified legislation, protocols and codes of practice. 3.2. Site inspections are carried out with due regard for the enterprise's hygiene, safety, biosecurity and quality assurance procedures. 3.3. Aquaculture enterprises under development are monitored to ensure ***licensing terms and conditions*** are being met. 3.4. Notification of reportable events is received and ***appropriate action*** taken. 3.5. Aquaculture compliance monitoring activity reports are prepared and submitted.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

- communicating with aquaculturists on compliance-related matters
- monitoring aquaculture and aquatic stock holding or display facilities/sites
- monitoring licensing terms and conditions
- promoting awareness of aquaculture compliance to industry and community
- responding to reportable events.

Literacy skills used for:

- reading and interpreting legislation, regulations and codes of practice relevant to aquaculture development and production
- reading and interpreting licensing terms and conditions
- writing reports on aquaculture compliance monitoring activities.

Numeracy skills used for:

- estimating, measuring and calculating volume of effluent discharge
- estimating numbers of stock, size of culture structures and aquacultured species.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge

• basic biology of cultured or held stock in the region:
  • life cycle
  • environmental and nutriment requirement of stock at different stages of life cycle
• basic knowledge of aquaculture production methods used in the region
• basic knowledge of health and disease problems associated with cultured or held stock in the region:
  • symbionts
  • toxicants (e.g. chemicals or pollutants) and toxins of biological origin (e.g. toxic algae)
  • viruses, bacteria, fungi, worms, parasites and predators
• common signs and symptoms of ill health in cultured or held stock in the region:
  • colouring or external appearance of stock
  • stock behaviour
• jurisdictional policies and procedures for monitoring aquaculture compliance
• legislation, regulations and codes of practice relevant to aquaculture development and production.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • monitor aquaculture development and production for compliance with relevant legislation, regulations and codes of practice • meet licensing terms and conditions • respond to reportable events. Assessment must confirm knowledge of:

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EVIDENCE GUIDE	
	• legislation, regulations and codes of practice • jurisdictional policies and procedures for monitoring aquaculture compliance.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment and should cover the range of aquacultured species commonly farmed in the region. It should also cover the range of legislation, regulations, codes of practice and reportable events relevant in the region. Resources may include: • licensing terms and conditions • range of reportable events.
Method of assessment	The following assessment methods are suggested: • questions • practical exercises or role-plays • demonstration.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Legislation, ***regulations and codes of practice*** may relate to:	• development • environmental protection and ESD principles • fisheries, aquaculture, ornamental, holding or display facilities • harbours, navigation and maritime regulations • Indigenous native title, land claims and cultural activities, including fishing by

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RANGE STATEMENT	
	traditional methods • livestock translocation, health treatment, biosecurity and animal welfare.
Aquaculture development and production may include:	• implied individual or corporate ownership of the stock being cultivated • farming, culturing or holding of aquatic organisms • implied interventions in the rearing process to enhance production, such as regular stocking, feeding and protection from predators.
Cultured or held stock may include:	• adults, broodstock (ready to breed), seedstock or stockers, eggs and sperm, fertilised eggs, larvae, post-larvae, seed, spat, hatchlings, yearlings, juveniles, fry, fingerlings, yearlings, smolt, sporophytes, seedlings and tissue cultures • finfish, crustaceans, molluscs, aquatic reptiles, amphibians, polychaete and oligochaete worms, plankton, micro-algae, seaweed, aquatic plants, live rock, sponges and other aquatic invertebrates • for human consumption (seafood), stockers for other farms, stockers for conservation or recreational fishing, display or companion animals (ornamentals), and other products, including pearls, skins, shells, eggs, chemicals and pigments • wild caught, hatchery or nursery reared.
Reportable events may include:	• illegal disease treatments • importation of live cultured or held stock • movement of specified species off-farm • notifiable diseases.

Principles of ESD may include:	• animal welfare ethics
	• chemical use and contaminant reduction
	• collection or disposal of broodstock or seedstock
	• disposal of effluent and waste:
	  • biohazard (e.g. moribund animals, hormones and chemicals)
	  • from culture structures
	  • nitrogenous waters or sediments
	  • solid and soluble wastes

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RANGE STATEMENT	
	• uneaten food and settled solids • movement of live animals and seedstock • prevention of live culture organisms being introduced into environment • protected species.
Consequences of non-compliance may include:	• culling/slaughter and disposal of live stock • expiation fees • monetary fines imposed by court • termination of lease or licence by authorised person.

Site inspections may include:	• associated equipment or systems, such as:
	  • blowers, aerators, paddlewheels and aspirators
	  • greenhouses, hothouses and igloos
	  • pest, predator and disease control structures
	  • water supply, and disposal or effluent systems, including pumps, pipes, canals, channels, settlement ponds and storage dams
	• culture or holding structures or systems, such as:
	  • cages, pontoons, enclosures and pens, including associated moorings, anchors, floats and markers
	  • dams, ponds and pools
	  • display tanks, aquaria and aquascapes
	  • grow out facilities, hatcheries and nurseries
	  • harvesting swimways, canals or channels
	  • live holding tanks, bins, cages and pens
	  • longlines, posts, racks and rails, rafts, fences, socks, trays, sticks, baskets, modules, barrels, bags and panels
	  • open, flow-through, closed and semi-closed systems
	  • purging or depurating systems
	  • tanks, raceways and recirculating systems
	• offshore and inshore
	• on-land, lakes, streams, rivers, dams and reservoirs.

Licensing terms and conditions	• meeting the development schedule as determined under legislation relevant to

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RANGE STATEMENT	
may include:	aquaculture development • requirements for treatment of effluent and other wastes • security arrangements • stocking densities • time within which construction must commence • use of chemicals.
Appropriate action (on receiving notification of a reportable event) may include:	• call in health and environmental experts • call in veterinary assistance • establishing and maintaining quarantine • organising and supervising culling or slaughter of stock.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP412A Operate in remote areas

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves operating safely in remote places and isolated areas. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	Compliance operations are addressed SFICOMP409A Plan and undertake patrol operations, and SFICOMP302C Exercise compliance powers. This competency includes the additional skills and knowledge expected of a fisheries compliance officer working in an area remote from habitation where regular operational support is not readily available.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		
	SFICOMP310C	Operate off-road vehicles

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for remote area operations	1.1. Operational plans are clearly defined and conveyed to colleagues and base station. 1.2. ***Communication equipment*** effective in the remote area is selected and tested. 1.3. Radio protocols for standard and emergency situations are current and known. 1.4. Risks associated with the operation and journey are assessed and ***risk minimisation strategies and contingency actions*** planned. 1.5. Jurisdictional policies and procedures are followed. 1.6. Equipment and supplies identified in risk management strategies and contingency plans are obtained, checked and stored for efficiency and safety. 1.7. Travel plans are documented after selecting the most appropriate route to destination, ***method*** and schedule ***of travel***.
2. Travel in remote areas	2.1. ***Navigational aids*** appropriate for the remote area and type of travel are utilised to ensure destinations and direction of travel are as planned 2.2. Communication equipment is used and communication protocols observed. 2.3. Travel is undertaken according to travel plan and risk

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ELEMENT	PERFORMANCE CRITERIA
	minimisation strategies. 2.4. ***Emergency situations*** are responded to according to contingency plans.
3. Operate in remote areas	3.1. Operations are undertaken ensuring the safety of colleagues, self and equipment. 3.2. Monitoring activities are undertaken with caution and due regard for safety of all personnel and equipment. 3.3. Witness statements and details are taken. 3.4. Arrested suspects are restrained. 3.5. Evidence is stored in a manner that will ensure its safety and preservation. 3.6. Intelligence gathering is routinely carried out and reports written up and presented.
4. Finalise details of remote area operation	4.1. Equipment is checked for serviceability and returned to storage. 4.2. Reports are made on operation and any problems encountered.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• administering first aid • applying survival techniques • communicating with colleagues and base station • operating communication equipment • planning for travel in remote areas • responding appropriately to emergencies • using navigational aids. **Literacy skills used for**: • documenting travel plans • reading jurisdictional policies and procedures relating to remote area travel and operation

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REQUIRED SKILLS AND KNOWLEDGE
• using navigational aids and communication equipment • writing reports on remote area operation and any problems encountered. **Numeracy skills used for**: • using navigational aids and communication equipment.
Required knowledge
• equipment and supplies necessary for safe travel and operation in remote areas • jurisdictional policies and procedures for safe travel and operation in remote areas • navigational techniques • risks associated with remote area travel and operations and strategies for minimising those risks.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • travel and operate safely and effectively in remote areas. Assessment must confirm knowledge of: • the risks associated with travelling and operating in remote areas • equipment, supplies and jurisdictional policies and procedures for minimising these risks.
Context of and specific resources for assessment	Assessment is to be conducted in a remote area but should be in the presence of others. Some emergency situations are too dangerous or difficult to invoke and should be assessed in a simulated situation.

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EVIDENCE GUIDE	
	Resources may include: • equipment, including communication and navigational aids, required for remote travel and operation • jurisdictional polices and procedures • operational plans • vehicles and vessels, as required, for remote travel.
Method of assessment	The following assessment methods are suggested: • demonstration • documented travel plans • practical exercises • questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.	
Communication equipment may include:	• mobile phones • satellite telephones • UHF/HF radio with SELCALL.

Risk management strategies may include:	• backpack recovery equipment:
	  • D-shackle snatch block
	  • gloves
	  • high lift jack
	  • length of chain
	  • metal/wood base plate
	  • old blanket
	  • pickets
	  • rope
	  • shovel and axe

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RANGE STATEMENT	
	• snatch strap • tree trunk protector • jurisdictional policies and procedures related to remote area operations • personal equipment: • bushcraft aids (e.g. knife, nylon cord, needle and thread, hand axe in pouch, tow rope, digging tool, steel wool and electrical tape) • emergency food supplies • first aid kit • fuel (e.g. solid fuel capsules, candle and waterproof matches) • navigational aids, including global positioning system (GPS)/compass, map, pencil and notepad • shelter aids (e.g. ground sheet, space blanket and plastic sheet) • signal (e.g. heliograph, flashlight, night/day flares, whistle and marker panel) • water containers and water purification tablets • route • scheduled radio checks (Radskeds) • survival training • timing and method of travel • tools, vehicle and equipment spares • vehicle attachments: • bull bar • driving/spot lights • long range fuel tanks • tow bar • water tank • winch (front and/or rear) • vehicle servicing • vessel safety and emergency equipment.
Contingency actions may include:	• alternative communications plan • first aid and medical support plan • operational support plans • retrieval and evacuation plans

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RANGE STATEMENT	
	• search and rescue plans.
Method of travel may include:	• all terrain vehicle • foot • four-wheel drive (with/without loaded trailer) • motorcycle • vessel.
Navigational aids may include:	• compass • GPS • stars • topographical maps.
Emergency situations may include:	• aggressive/hostile people • animal/reptile and poisonous creature attack • environmental conditions (e.g. flood, fire, tide, storm and wind) • equipment failure • ill health, accident, injury and poisoning • immobilised vehicle/vessel (e.g. breakdown, damaged, bogged and grounded) • lost and stranded • shortage of food, water and shelter.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFICOMP413A Maintain operational safety

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves assessing and responding to general workplace safety risks, including the use of defensive tactics and/or restraining techniques. It also covers the care and maintenance of general field-based operational/safety equipment. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor and assess situational risks in ***workplaces***	1.1. Situational safety is ***monitored and assessed*** and well informed judgements are made according to agreed operational practices and the surrounding environment. 1.2. ***Potential risks*** to own safety, the safety of fellow officers and members of the public are quickly and correctly identified, assessed and monitored.
2. Maintain a safe working environment	2.1. Operational safety responses/procedures are identified and/or planned and implemented to ensure ***safe working practices***. 2.2. Equipment, materials and environment are assessed for hazards and protective action is planned to ensure the health and safety of people. 2.3. ***Safety issues*** are evaluated and conveyed to relevant officers and alternate responses devised. 2.4. Appropriate ***personal protective equipment*** (***PPE***) is correctly identified, worn/utilised and maintained according to manufacturer guidelines. 2.5. Faults, breakdowns and/or deficiencies in PPE are immediately reported to responsible officer. 2.6. Incidents are identified and observations are recorded and reported accurately, promptly and in the required format to relevant personnel.

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ELEMENT	PERFORMANCE CRITERIA
3. Employ defensive tactics	3.1. Situations are assessed correctly and informed judgements made as appropriate for the use of defensive tactics and/or physical restraint techniques. 3.2. ***Defensive tactics and/or restraining techniques*** are applied according to surrounding conditions. 3.3. ***Accoutrements*** are, at all times, used with due regard to personal safety and that of others. 3.4. Maintenance of accoutrements is undertaken and any losses, damage and/or faults immediately reported to the appropriate officer. 3.5. Documentation regarding the use of force or the use of accoutrements is completed and submitted. 3.6. Defensive tactics and restraining skills are applied at the appropriate situations and to organisational standard.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• advising others of safety issues/concerns • communicating with a wide range of community members, such as those with physical/sensory/intellectual impairment and cultural differences • communicating safety issues/concerns to colleagues, supervisors and, when necessary, other emergency service workers and the public • minimising workplace risks to self, colleagues and the public • planning, implementing and, where necessary, adapting workplace safety responses to situational contexts • recognising and accurately assessing situational risks/hazards • safe operation and use of general issue and emergency PPE • the most appropriate 'use of force' (restraining and defensive tactics) and use of accoutrements • undertaking routine equipment maintenance. **Literacy skills used for**:

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REQUIRED SKILLS AND KNOWLEDGE
• completing logs/damage reports • reading manufacturer manuals and instructions • reporting incidents and faults in equipment and safety clothing.
Required knowledge
• established strategies to optimise safety under a range of operational scenarios • general duty of care responsibilities • logs/damage reports required and when they must be completed • occupational health and safety (OHS) guidelines for lifting and carrying persons • organisational OHS legislation as it applies to policing • organisational policy and procedures covering operational safety issues/practices • potential risks associated with a full range of non-specialist operational activities • the use of force, its legal parameters and reporting requirements in relation to operations.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to:
	• ensure the safety of self and others through:
	  • identifying workplace safety risks
	  • following work practices
	  • using defensive tactics, when necessary.
	
	Equipment is used in accordance with organisational policies and procedures and manufacturer guidelines and complies with OHS legislation.

Context of and specific resources for assessment	Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

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EVIDENCE GUIDE	
	Resources may include: • all necessary equipment for operational safety • vehicles and standard organisational operational accoutrements.
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises that simulate an operation • questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Workplaces may include:	• at sea or on coastal regions, waterways or on land • crime/incident scenes • foot or mobile patrol environments • piers or jetties, recreational and commercial fishing vessels, processing plants, aquaculture farms or other holding/display facilities.
Monitoring and assessing situations may include:	• analysis of situational intelligence and evidence • communication with other agencies, such as police or other emergency service workers • community services • gathering existing situational intelligence from colleagues • identification and valuation of the potential risks (and their strengths) arising from a situation or a situation's particular timeframe • local government

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RANGE STATEMENT	
	• public present at site • reviewing previous reports • techniques, such as personal observation.
Potential risks may include:	• buildings, vessels, vehicles or property and could be already present or evolve as a result of actions taken • matters or events that could harm persons.
Safe working practices may include:	• use of force techniques/options/strategies • lifting and carrying persons • operation of patrol or surveillance vehicles and equipment, including accoutrements • prevention of disease transmissions, zoonoses and dangerous animals • risk assessment and contingency planning • use and maintenance of safety clothing and equipment.
Safety issues may include:	• faulty equipment • inappropriate operational procedures • need for skills enhancement.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective outdoor clothing for tropical conditions • rubber gloves, mitts or gauntlets, and protective hand and arm covering • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • warning devices (e.g. light wands, portable flashing lights, reflective and illuminated signs, and hand-held spotlights and torches) and safety signs/barriers/ warning tapes

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RANGE STATEMENT	
	• wet weather gear, waders and protective clothing, including reflective safety vests.
Defensive tactics and/or restraining techniques include:	• the range of offensive/defensive skills and tactics sanctioned by an organisation to enable an officer to defend against or restrain persons attempting to physically harm themselves, the officer, colleagues or members of the public.
Accoutrements may include	• handcuffs • organisationally sanctioned/legal personal protection devices, such as Oleo-Capsicum (OC) sprays and MACE • standard/general issue batons.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP414A Manage own professional performance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves effectively managing one's professional performance, and performing ethically and with the integrity required to ensure the public's confidence in its police service. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Model high standards of personal performance, ethics and integrity	1.1. ***Own performance*** standards consistently serve as a role model for other officers and the community as a whole. 1.2. Personal and professional integrity is demonstrated to engender confidence and respect. 1.3. Commitment to the jurisdiction's laws and the organisation's policy procedures and objectives are constantly demonstrated. 1.4. Breaches of organisational codes of ethics and/or practice are recognised and reported in the required manner.
2. Review and monitor own performance	2.1. Required *personal and* ***professional performance standards*** are readily identified and acknowledged. 2.2. ***Self-assessment and reflection on practice*** are regularly used to ***monitor performance against established standards*** and accurately identify personal strengths and weaknesses. 2.3. Formal and informal performance feedback is regularly sought and acted upon appropriately. 2.4. Tasks are carried out to achieve outcomes sought and minimise resource usage.
3. ***Develop and maintain ongoing personal competence***	3.1. Currency of relevant professional operational competencies is maintained. 3.2. Personal development and ***self-improvement strategies*** are identified, planned and implemented, and results evaluated.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. ***Participation in professional associations*** is undertaken. 3.4. New developments and trends in fishery policing are identified and the associated knowledge and skills identified, acquired and applied.
4. ***Manage personal work priorities***	4.1. Jobs/tasks are prioritised and undertaken in accordance with unit/team goals. 4.2. Competing demands are assessed and organised within time constraints to achieve individual, team and organisational priorities. 4.3. Operational and self-development needs are balanced within the work environment.
5. Assist and support other personnel	5.1. Informative and constructive feedback is provided to other personnel in a positive manner. 5.2. Interaction with others promotes a productive and harmonious work environment. 5.3. Encouragement, ***support and advice*** are provided to personnel, as required. 5.4. Opportunities for ***appropriate action*** are identified and taken.
6. Maintain physical and emotional health	6.1. Levels of personal physical and emotional health are routinely monitored and appropriately managed. 6.2. Support is sought, where required, to enable identification and implementation of positive alternatives to personal problems.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• dealing with and effectively responding to issues/events that challenge professional ethics • maintaining integrity and behaviour, including reporting of breaches to appropriate authorities • interacting professionally with colleagues and others • maintaining consistently high levels of professional ethics and integrity in all work

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REQUIRED SKILLS AND KNOWLEDGE
practices and dealings with the community • maintaining consistently high levels of personal presentation (e.g. dress code, mannerisms and respectfulness) • maintaining personal health and stress at a level that will enable optimum operational performance • planning and implementing personal improvement plans • providing encouragement and support to others • recognising, accurately assessing and acknowledging personal strengths and weaknesses • seeking out and responding effectively to feedback related to personal performance. **Literacy skills used for**: • researching, reading and recording information • self-assessment and reflection.
Required knowledge
• acceptable/non-acceptable behaviour and practices • cultural awareness • ethical and integrity issues confronting fishery officers • factors pertaining to policing roles that affect/impact upon personal health and stress • internal procedures for dealing with breaches of professional ethics • internal/external professional support and development mechanisms • methods for assessing/reviewing personal performance and planning and implementing effective personal improvement strategies • professional associations • professional integrity and behaviour standards • relevant agency codes of practice/ethics • standards of behaviours • statements of values • team dynamics and impacts on personal work performance.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm ability to: • consistently maintain own professional performance standards.
Context of and specific resources for assessment	Assessment is to be conducted on the job or in a simulated environment. If undertaken in a simulated environment, then organisational documentation relating to an individual's performance would be required, such as code of ethics and jurisdictional legislation. A group of peers would be required for feedback.
Method of assessment	The following assessment methods are suggested: • portfolio of supporting evidence • personal journal • self-improvement projects • observation of practical demonstration • third-party reports.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Own performance in the context of this unit may include:	• an individual officer's professional ethics • integrity and behaviour in relation to that

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RANGE STATEMENT	
	expected and implied within the organisation's stated codes of ethics/practice • statements of values, law, policy and procedures.
Professional performance standards are those:	• personal and technical attributes and skills required to undertake the day-to-day tasks and duties of the incumbent's role to the required workplace performance level.

Self-assessment and reflection on practice requires:	• officers to regularly review:
	  • performance against established service standards
	  • personal professional goals and standards
	  • feedback both formal and informal and in written or verbal formats.

The monitoring of performance against established standards may include:	• colleagues • formal/informal organisational initiated performance appraisals • human resource personnel, family and other relevant community members • monitoring of supervised staff, colleagues and/or team staff morale • obtaining feedback from supervisors • others which facilitate the identification of personal strengths/weaknesses/issues to be addressed • personal reflective behaviour strategies/methodologies • subordinates.

The development and maintenance of ongoing personal professional competence may include:	• establishing new career paths and goals, such as achievement of a particular specialist fishery policing function or rank
	• dealing with internal integrity matters
	• improving security of lifestyle
	• processes, such as:
	  • personal competence/development models
	  • specific work assignments
	  • job rotation
	  • formal education
	  • internal training
	  • involvement in community activities
	• personality improvement.

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RANGE STATEMENT	

Self-improvement strategies may include:	• adapting work rotation to facilitate changing personal/work priorities
	• counselling from appropriate personnel to overcome identified limitations
	• cultural awareness
	• development of improved interpersonal/technical skills
	• development/implementation of a personal/professional improvement program, either internal or external to the organisation, such as:
	  • establishment of new career paths within or external to the organisation
	  • formal/informal learning programs
	  • mentoring
	  • seeking coaching
	  • updating stress management abilities
	  • utilisation of existing strengths to focus future career development.

Participation in professional associations may include:	• improved workplace performance resulting from adaptations to new technologies/organisational climates, acquisition of new skills, and rapid adoption of new work practices • promotion of individual ethics and integrity. Participation in professional associations and formal and informal professional development activities should be focused on facilitating and encouraging the development and maintenance of high levels of professionalism.
Managing personal work priorities may include:	• dealing with competing personal team member/partner priorities or levels of workplace performance and commitment • developing effective time-management strategies • identifying and dealing with the competing priorities of personal/family/professional responsibilities • optimising own on-the-job learning through establishing and achieving specific learning activities/competencies or working with a mentor

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RANGE STATEMENT	
	• responding/adapting to unforseen/unplanned events.
Support and advice may include:	• acting as a field supervisor • acting as a role model/mentor • assisting in induction • formal and informal socialisation • participation in a formal assessment program.
Appropriate action may include:	• accessing peer support • advising team leader/coordinator of problems • seeking internal and/or external professional help • undertaking intervention programs to achieve a level of health and fitness commensurate with organisational policies.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP415A Board vessel at sea

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves boarding a vessel safely at sea. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	Fisheries compliance officers may be required to board vessels at sea, in the course of their compliance duties or assisting with multi-agency emergency and critical incident response.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan boarding operation	1.1. Risk assessment of ***factors affecting the boarding operation*** is carried out. 1.2. ***Boarding plan*** is developed following agency guidelines and procedures. 1.3. Boarding plan is shared with team members in briefing session. 1.4. Personal role and responsibility in the boarding party is understood.
2. Carry out pre-boarding preparations	2.1. ***Visual inspection of vessel*** is carried out and boarding plan adjusted according to changed risk assessment. 2.2. Tender is ***prepared and checked***. 2.3. Equipment and supplies are stowed securely on tender and personal gear donned. 2.4. ***Responsibilities relevant to role*** and boarding plan are fulfilled.
3. Board vessel	3.1. Relevant agency guidelines and procedures are followed throughout. 3.2. ***Commands and signals*** are used and responded to as appropriate. 3.3. Vessel is boarded according to agency procedures. 3.4. ***Personal fitness*** level is adequate for boarding and

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ELEMENT	PERFORMANCE CRITERIA
	inspection tasks. 3.5. ***Onboard inspection*** is conducted. 3.6. Situational awareness is maintained at all times. 3.7. Personal defensive equipment (PDE) is used if safety of fisheries officers is threatened. 3.8. Boarding team member is prepared to evacuate boarded vessel in the event of an emergency. 3.9. Vessel is ***disembarked*** safely.
4. Complete post-boarding operation	4.1. Assistance appropriate to team member's role is provided in retrieval of tender to master vessel. 4.2. Tender is refuelled and checked for serviceability. 4.3. Opinion on boarding operation, adherence to agency guidelines and procedures, and effectiveness of boarding team is made at debriefing session.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- applying water safety skills for survival and attracting help
- communicating in briefing and debriefing meetings
- communicating with boarding party using command and signal techniques
- communicating with team members during planning briefing and debriefing meetings
- conveying information and instructions to skipper and crew of boarded vessel
- deploying a ladder from tender to boarding vessel
- employing climbing techniques to boarding a vessel
- taking a risk assessment approach to planning boarding operation
- using commands and signals during boarding, disembarking and onboard inspection
- observation skills to carry out onboard inspections and to maintain situational safety.
-

Literacy skills used for:

- taking notes as evidence.

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REQUIRED SKILLS AND KNOWLEDGE
Numeracy skills used for: • counting number of crew on vessel to be boarded • estimating size of vessel (e.g. length, height and speed) • estimating catch • calculating the amount of fuel required for a boarding operation.
Required knowledge

• agency guidelines and procedures relevant to boarding and disembarking a vessel at sea and conducting an onboard inspection
• climbing techniques for ladders and boarding vessels at sea
• communication techniques for:
  • command and signal during the onboard operation
  • instructing crew and skipper of boarded vessel
• risk assessment as part of planning process
• roles and responsibility of boarding party members
• types of vessels and their implications when boarding
• water safety techniques, such as:
  • water entry
  • deployment of personal flotation device (PFD)
  • individual and group survival techniques
  • drown proofing.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment evidence must confirm ability to: • develop a boarding plan using risk assessment process and agency guidelines and procedures • board a vessel safely in a range of weather conditions

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EVIDENCE GUIDE	
	• apply water safety techniques in an emergency. Assessment must confirm knowledge of: • risk assessment and planning processes • vessel types and implications when boarding • water safety techniques.
Context of and specific resources for assessment	Assessment is to be conducted initially in a simulated environment and then in an on-the-job situation. Resources should include: • a tender, boarding vessel and agency guidelines and procedures • realistic scenarios for simulation exercises.
Method of assessment	The following assessment methods are suggested: • simulation exercises • demonstration of water safety skills • questions on water safety, agency guidelines and procedures.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Factors affecting the boarding operation may include:	• intelligence on the vessel, offenders or circumstances • location of the target vessel • ***type of vessel*** • weather conditions.

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RANGE STATEMENT	
Type of vessel may include:	• small commercial and recreational, such as marine scale trailer vessels and abalone dive vessels • medium commercial and recreational, such as rock lobster, blue swimmer crab and small shark vessels, and non-trailer able recreational vessels • large commercial, such as tuna tow and catch vessels, pilchard vessels and prawn vessels (with enclosed rear deck style) • merchant vessels used for fishing, and as directed by other agencies, such as customs and police environment agencies, state or territory occupational health and safety (OHS) and environmental protection authorities.
Boarding plan may include:	• ***boarding equipment*** to be used • contingency plans • estimated time tender is likely to be in transit • evacuation point • number of people in the boarding party • potential ***boarding points*** on vessel • roles and responsibilities of boarding party • safe work methods to be applied • ***type of boarding*** anticipated.
Type of boarding may be:	• compliant, where master of vessel assists with the boarding and vessel inspection • non-compliant, where there is no assistance afforded to the boarding party • opposed, where the boarding is physically opposed.
Boarding points may be:	• a cutaway • aft quarter • stern.
Boarding equipment may include:	• agency approved clothing and footwear • camera and video for digital record of evidence • communication equipment (e.g. such radio) • helmet, goggles, gloves and boarding jacket with PFD • PDE (e.g. handcuffs and Oleo-Capsicum (OC) spray) • personal equipment (e.g. notebooks, hat and sunscreen, and food and water)

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RANGE STATEMENT	
	• sounder, GPS, vernier, rule and other devices as may be required for inspections • spotlight and batteries for night boarding.
Visual inspection of vessel may include:	• estimating speed of target vessel • estimating the length and height of target vessel • number of crew on board • observing gear, such as deployed nets and pots that may be obstacles • selecting the most suitable location for boarding.
Tender ***preparations and checks*** may include:	• pontoons filled with air and no leaks • sufficient fuel in tank and reserve.

Responsibilities relevant to role may include:	• boarding team role:
	  • board and secure vessel
	  • carry out inspection following agency guidelines and procedures
	  • maintain situational awareness at all times
	• bowman role:
	  • positions self in bow and helps maintain balance during boarding and loading equipment
	  • assists others with vessel boarding and disembarking
	  • monitors vessel for danger
	  • monitors ocean swell
	  • may be part of the boarding party
	• coxswain role:
	  • leads boarding party
	  • in charge of tender:
	  • launch from master vessel
	  • approach of vessel to be boarded
	  • positioning for boarding
	  • signify when safe for boarding party members to board given swell.

Commands and signals may include:	• 'climb' (start climbing to board or disembark) • 'hold' (do not start, or hold position) • 'landslide' (emergency evacuation) • 'muster' (return to assembly/disembark point as

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RANGE STATEMENT	
	soon as possible) • 'no duff' (cease exercise - listen up).

Personal fitness includes:	• coordination for tasks, such as
	  • climbing ladders
	  • videoing from tender or ladder
	  • deploying OC spray
	• strength to:
	  • hold or lift body weight
	  • deploy ladders
	  • climb with equipment
	  • assist other crew when acting as bowman
	• a sense of timing and quick reaction time to:
	  • climb a ladder or transfer to a vessel with swell and tender movement
	  • avoid falling objects
	• spatial orientation to be aware of crew, dangers and gear flailing about in the swell and wind
	• maintaining balance on:
	  • rolling decks of vessel to be boarded
	  • rolling tender on its approach to vessel
	  • ladder moving side to side of the vessel

Onboard inspection includes:	• attending the wheelhouse and explaining inspection process to skipper • mustering vessel crew to determine crew numbers, fisheries officer safety and to protect evidence • following boarding and inspection guidelines and procedures used for vessel berthed at wharf.
Disembarking actions may include:	• accounting for boarding team members and all equipment • securing equipment in tender • retrieving ladder if deployed • watching for obstructions and keeping clear of the vessel as the tender moves off.

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Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP501C Conduct an investigative audit

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves planning, conducting and evaluating an audit to identify and capture evidence of record keeping compliance and unlawful transactions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This competency would be undertaken in the context of fisheries management compliance. The purpose of an investigative audit is to identify and capture evidence of record keeping compliance and unlawful transactions. It may occur within a single business only or follow a transaction trail across a number of businesses along the supply chain.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine audit risk	1.1. Knowledge of business structures and practices associated with fish processing, wholesale and retail marketing is developed. 1.2. Scope of the audit program is determined in the context of relevant fisheries management arrangements, a fraud risk assessment and intelligence available.
2. Develop audit plan	2.1. Initial audit objectives are defined in the context of the type of business being audited. 2.2. ***Resources*** required to conduct the audit are determined and arrangements made for their allocation.
3. Identify operating systems for the business entity being audited	3.1. Flowchart and working papers documenting the ***business's operating systems*** are prepared. 3.2. The potential for ***targeted activity*** within the business entity's fishing operation is assessed. 3.3. The potential for success in locating authentic ***material information***/***evidence*** related to the targeted activity and audit objectives is assessed. 3.4. Appropriate ***audit methodologies*** and types of

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ELEMENT	PERFORMANCE CRITERIA
	material information/evidence are selected.
4. Conduct investigative audit	4.1. Selected audit methodologies are incorporated into the audit plan and adjusted, as required, by the audit progress. 4.2. Stocktake is conducted in accordance with the audit plan. 4.3. Substantive tests of transactions within the business's operating systems are performed for the time period specified in audit plan, and anomalies and irregularities identified. 4.4. Results of investigations are documented.
5. Evaluate, review and report on the audit	5.1. Information/evidence obtained is sufficient, complete, reliable and valid. 5.2. Evidence meets jurisdictional requirements for admissibility of evidence. 5.3. Audit report is prepared and issued to relevant authorities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing and solving problems • working in an orderly and logical manner • organisational, planning and time management skills to sequence tasks, meet timelines and conduct investigations • using technology and equipment required to conduct auditing activities. **Literacy skills used for**: • developing an audit plan • conducting an audit • preparing flow charts and working papers • reading and interpreting business and processing documentation • using spreadsheets

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REQUIRED SKILLS AND KNOWLEDGE
• writing audit plans, programs and reports. **Numeracy skills used for**: • evaluating transactions • preparing audit plans, programs and reports.
Required knowledge
• audit procedures and techniques, including data pattern matching • business's operating systems, including product movement, processing, sales, purchases, receivals, inventory and financial • evidence gathering and maintenance in accordance with rules of evidence • fraudulent practices used within the seafood industry • industry business practices.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm an ability to: • plan, conduct and evaluate an investigative audit according to jurisdictional laws, policies and procedures. Assessment must confirm knowledge of: • investigative audit procedures and business operating systems.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include:

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EVIDENCE GUIDE	
	• case study or workplace scenario • business-related documentation and operational business to audit.
Method of assessment	The following assessment methods are suggested: • questions • practical exercises • project work • demonstration.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Resources may include:	• budgetary commitment • computer and data analysis software • full and free (search warrant) access to records • personnel with required knowledge and expertise • vehicles.
Business's operating systems may include:	• finances • inventory • processing • product movement • purchases • receivals • sales.
Targeted activity may include:	• handling of illegal catches • misrepresentation of:

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RANGE STATEMENT	
	• fish catches • inventory stock • products • money laundering • quota inconsistencies • unrecorded sales.
Material information*/*evidence may include:	• business plans, journals and ledgers • cash book/general ledger/computerised accounting systems • energy purchase accounts (e.g. gas and electricity) • fish stocks (e.g. unprocessed and processed) • freight registers • personnel time sheets • product labels • source documents for accounting, including purchase, sales, processing and freight documentation • stock control, processing and accounting instruction manuals • telephone records • unrecorded cash floats • vehicle log books.
Audit methodologies may include:	• cross-referencing of documentation between business's operating systems • substantive selection of transactions over a period of time as specified in the audit plan • target specific suppliers, customers, locations, species, stock volume, freight services and times as specified in the audit plan • third-party verification • combination of above methodologies.

Unit Sector(s)

Unit sector	Fisheries compliance

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP502C Contribute to fisheries management

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves being proactive in fisheries management along with industry representatives, scientists, environmentalists, government and community representatives. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to ***fishery*** management meetings	1.1. Minutes, agenda and other distributed documentation are read and interpreted in advance of the meeting and further research undertaken or advice sought, if required. 1.2. Attendance at meetings is regular and timely. 1.3. Points of view are expressed and issues raised on behalf of the compliance agency, as required, concisely and supported by statistical data and jurisdictional law and policy. 1.4. Conduct at meetings is at all times professional and in accordance with accepted meeting etiquette.
2. Assist with fishery management	2.1. Arrangements are made for compliance agency to provide data collection service and sampling service to fishery management committee or other organisations contributing to fisheries management, as required. 2.2. Information relating to fishery management and fishery management issues is provided.
3. Support fishery management through the compliance function	3.1. Industry is consulted in setting compliance agency goals and performance standards. 3.2. Compliance education and awareness function is used to promote fishery management principles to industry and community. 3.3. Feedback is sought from industry on effectiveness of the compliance function in the fishery's management.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• applying fisheries management principles to the compliance function • communicating and negotiating with stakeholders in the fishery • facilitating meetings • providing leadership. **Literacy skills used for**: • reading fishery management documentation • writing reports for fishery management committee and other stakeholders. **Numeracy skills used for**: • analysing statistical data related to fishery management.
Required knowledge

• advantages and disadvantages of management strategies for fisheries:
  • input controls
  • output controls
• formal meeting procedures
• Indigenous land rights and cultural activities, including fishing by traditional methods
• population dynamics of fishery species and its impact on management strategies:
  • characteristics of fish population
  • methods of determining growth habits
  • methods of determining stock abundance
  • movement patterns of species
  • recruitment to the fishery
  • reproductive patterns of species
  • schooling habits or species
  • methods of monitoring fishing effort in fishery
• process for implementing management decisions for state, territory and commonwealth fisheries
• scientific and economic concepts pertaining to fishery management:

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REQUIRED SKILLS AND KNOWLEDGE
• Maximum Economic Yield (MEY) • Maximum Sustainable Yields (MSY) • technology creep • Total Allowable Catch (TAC) and Individual Transferable Quota (ITQ).

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • integrate the compliance function with fisheries management principles in at least one (1) fishery. Assessment must confirm knowledge of: • fisheries management principles.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • statistical data • information relating to management of a specific species.
Method of assessment	The following assessment methods are suggested: • questions • role-plays • demonstrated participation in fishery management meetings.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
A ***fishery*** is identified as:	• a state, territory or commonwealth fishery, and is usually classified by species and/or region.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICOMP503C Undertake the prosecution in a trial

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves undertaking the prosecution function in a trial. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This competency does not have application in all states and territories.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for the trial	1.1. All ***information required for the trial*** is gathered, collated and confirmed as available for the duration of the trial. 1.2. Further enquiries are initiated, if necessary, for the prosecution case. 1.3. Witnesses' credibility and reliability are assessed prior to the trial. 1.4. Witnesses are notified of trial dates. 1.5. Witnesses are interviewed before trial and inducted in courtroom processes. 1.6. Unfavourable witness information is disclosed, where appropriate. 1.7. Pre-trial hearings or negotiations are arranged and conducted, if required 1.8. Any alteration to charges is processed according to courtroom procedures and applicable law. 1.9. Prosecution argument is prepared in advance.
2. Undertake prosecution role in trial	2.1. Opening address is effectively presented giving an overview of the prosecution case. 2.2. Prosecution witness is examined and, if necessary, re-examined, and defence witness cross-examined, as required, to prove elements beyond reasonable doubt. 2.3. Questions asked of witness are selected and sequenced to cover all elements and to clarify issues. 2.4. Questions are worded in such a way as to minimise opportunity for defence to propose ***objections***.

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Objections from defence are responded to during examination-in-chief of prosecution witness and during cross-examination of defence witness. 2.6. Objections are proposed during defence cross-examination of prosecution witness and defence examination-in-chief. 2.7. Argument is presented based on fact, law and evidence and in a manner that is decisive, composed and credible. 2.8. The prosecution submissions are presented in such a way that strengthens the prosecution case, minimises the prosecution's weaknesses and minimises the strengths in the defence case. 2.9. Witness support is provided during the trial. 2.10. ***Advocacy technique*** is enhanced through effective ***public speaking*** and respect for ***courtroom etiquette***.
3. Complete post-trial administrative tasks	3.1. File endorsements are accurately completed in a timely manner. 3.2. ***Matters*** arising from the trial are followed up.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• acting in an advocacy role • directing the case for the prosecution • planning and organising case materials/arguments • presenting argument for the prosecution • researching case materials and notes. **Literacy skills used for**: • completing trial related documents/reports • reading and interpreting statements and courtroom documents • researching legal information.

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REQUIRED SKILLS AND KNOWLEDGE
Numeracy skills used for: • calculating additional penalties.
Required knowledge

• advocacy techniques that contribute to successful presentation of prosecution case
• courtroom etiquette
• courtroom procedures for:
  • addressing the bench and opposing counsel
  • proposing and responding to objections
• trial processes.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to:
	• effectively present the prosecution case.
	
	Assessment must confirm knowledge of:
	• trial processes
	• advocacy techniques that contribute to successful presentation of prosecution case
	• courtroom procedures for:
	  • addressing the bench and opposing counsel
	  • proposing and responding to objections
	• courtroom etiquette
	• law relevant to case and court procedure.

Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment.

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EVIDENCE GUIDE	
	Resources may include: • case studies to use for role-plays • simulated environment, including court, court staff, defence counsel, witnesses and exhibits.
Method of assessment	The following assessment methods are suggested: • questions • role-plays • demonstration of courtroom skills.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Information required for the trial may include:	• aids to proof • aspects of law related to the trial • certificates/reports, such as accuracy of measuring devices • criminal records (up to time of trial) • exhibits (location, relevance to allegations) • full briefs/statements.
Objections may be proposed when questions are:	• ambiguous • complex • duplicitous • intimidating • leading • poorly phrased • lacking relevance • repetitive.

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RANGE STATEMENT	
Advocacy techniques may include:	• courtroom etiquette • deportment • developing and presenting a logical and concise argument supported in fact, law and evidence • effectively highlighting strengths in the prosecution case • effectively minimising strengths in the defence case • public speaking skills • utilising prosecution and defence witness effectively to obtain supporting evidence.
Public speaking may incorporate:	• manner of presentation appropriate to the task being performed • personal appearance • tone and volume of speech • use of appropriate language.
Courtroom etiquette may include:	• courtesy when dealing with court staff • respect for bench and opposing counsel.
Matters may include:	• arranging witness fees • clearing exhibits • completing documentation/reports as required • instituting appeal proceedings • notifying witness and any other appropriate parties of court outcomes.

Unit Sector(s)

Unit sector	Fisheries compliance

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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SFICORE101C Apply basic food handling and safety practices

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency is a required core competency for those involved in the handling and storage of seafood products destined for human consumption. It covers food safety procedures and risk management. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit is a required core unit for all seafood industry sector qualifications with the exception of aquaculture when a commodity group is not destined for human consumption, for example pearls or ornamentals. In such a case *FDFCORQAS2A Implement quality systems and procedures* is the required unit. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, particularly ***food safety and hygiene regulations and procedures***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (PPE) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify hazards and risks to seafood and aquatic products	1.1. Key food safety ***hazards and risks*** associated with the individual's work area or area of responsibility are identified, assessed, reported and controlled using appropriate ***workplace*** procedures.
2. Follow ***enterprise hygiene*** standards, procedures and practices	2.1. Personal, place and product hygiene is maintained. 2.2. The workplace is kept in a clean and tidy condition.

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ELEMENT	PERFORMANCE CRITERIA
3. Handle and store ***seafood and aquatic products***	3.1. Seafood and aquatic products are ***handled and stored in a manner*** that avoids damage, meets hygiene standards, avoids ***contamination*** and maintains the quality of the product. 3.2. Seafood and aquatic products are stored at the correct temperature required to safely maintain the product in optimal condition and freshness.
4. Follow the enterprise food safety program	4.1. All work activities undertaken are consistent with and conform to the ***requirements of an approved enterprise food safety program***. 4.2. ***Areas of risk*** in the individual's work area within the enterprise are identified, evaluated, reported, controlled and ***monitored***. 4.3. Corrective actions are taken within the individual's scope of responsibilities to minimise risk according to the enterprise food safety program. 4.4. Risks beyond the control of the individual are promptly reported to the appropriate person. 4.5. Records are completed according to enterprise requirements and work responsibility.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• handling seafood and aquatic products to prevent damage, spoilage and waste • identifying hazards, contaminants and risks or control points • reporting food safety hazards and risks to appropriate personnel • storing seafood and aquatic products in appropriate areas at correct temperatures. **Literacy skills used for**: • interpreting relevant enterprise documentation, including standard operating procedures (SOPs) and the food safety plan, where available • completing food safety records according to enterprise procedures.

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REQUIRED SKILLS AND KNOWLEDGE
Numeracy skills used for: • monitoring and recording data.
Required knowledge
• basic food safety principles and requirements • common hazards and sources of contamination in area of work • enterprise food safety recording requirements • enterprise hygiene and food safety procedures • legal and regulatory requirements pertaining to seafood production, storage, handling and packaging relevant to area of work • occupational health and safety (OHS) requirements • personal hygiene practices and clothing requirements relevant to area of work.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • inspect the work area to identify common seafood and aquatic product food safety hazards and associated risks • maintain personal hygiene and conduct to minimise risk to seafood and seafood product safety • handle and store seafood and aquatic product safely • complete recording/reporting requirements. Assessment must confirm knowledge of: • own responsibilities within the enterprise food safety plan • key requirements of the food safety plan • sources of information on food safety and personal hygiene requirements, such as enterprise SOPs or

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EVIDENCE GUIDE	
	codes of practice.

Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment.
	
	Assessment must relate to the individual's work area or area of responsibility.
	
	Resources include:
	• relevant documentation:
	  • enterprise food safety plan
	  • SOPs
	  • codes of practice
	  • PPE
	  • documentation.

Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises/case studies • questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • environmental hazard identification, risk assessment and control • food safety, Hazard Analysis Critical Control

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RANGE STATEMENT	
	Point (HACCP), hygiene and temperature control along chain of custody.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
PPE may include.	• protective hair, beard and boot covers • gloves or mitts • uniforms or overalls.

Hazards and risks may include:	• biological:
	  • bacteria
	  • moulds
	  • other organisms
	  • yeast
	• chemicals (e.g. additives, chemicals and natural poisons)

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RANGE STATEMENT	

	• hygiene:
	  • cleanliness of equipment, apparatus, work surfaces and containers
	  • clothing (e.g. maintenance and laundering)
	  • personal habits or practices (e.g. smoking, spitting, nose blowing, coughing and hand washing)
	  • reporting illness
	• physical contaminants:
	  • broken glass, metal, plastic and fibreglass
	  • foreign matter
	  • other organisms
	  • sewage
	  • soils and water
	• temperature changes or fluctuations.

Workplace may include:	• aquaculture operation (e.g. farm, hatchery and nursery) • fishing vessel • retail or wholesale outlet • seafood and aquatic product processing plant • storage facility, dispatch and transport operation.
Enterprise hygiene applies to:	• equipment/work area • personal habits or hygiene • product contamination and cross-contamination • use of PPE.
Seafood and aquatic products may include:	• edible by-products • finished/processed product (e.g. smoked, dried and frozen) • live seafood • other aquatic products • seafood (e.g. fillets, whole fish, shell fish and prawns).
Handled and stored in a manner that:	• is appropriate to product (e.g. fillets, whole fish, shell fish, frozen and live stock) • prevents damage (e.g. flesh-ripped, torn, squashed, product dropped or thrown) • ensures product is stored at correct temperatures and in appropriate areas

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RANGE STATEMENT	
	• keeps the worker safe use when using and storing knives and tools.
Contamination may occur when:	• cooked product is contaminated by raw product • edible product is contaminated by waste • product, people or equipment that have been in contact product is moved between food handling areas.
Requirements of an approved food safety program include:	• approved by local council or appropriate health department • risk identification • identification of risk areas (control points) • minimisation of risks • monitoring risks (control points) • reporting and recording requirements • HACCP-based programs, where applicable.
Areas of risk are known as control points and may occur during:	• harvesting, handling and transporting • purchasing, delivery and storage • preparation, processing and cooking • cooling, freezing, defrosting, heating, reheating and storage • holding or display.
Monitored may include:	• recording data • by visual checks • following inspection requirements of enterprise risk management plan.

Unit Sector(s)

Unit sector	Core

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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SFICORE103C Communicate in the seafood industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves communicating effectively in the workplace. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	The unit refers to competence in communication rather than English language. It is a required unit for all seafood industry sector qualifications, with the exception of the fisheries compliance stream at Certificate III and higher.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Perform routine workplace duties following simple written notices	1.1. Written workplace ***notices*** are read and interpreted correctly. 1.2. Routine written instructions or procedures are followed in sequence. 1.3. Clarification is sought from workplace supervisor on all occasions when any instruction or procedure is not understood.
2. Locate specific information in written material	2.1. Specific information relevant to purpose is located. 2.2. Key information is interpreted correctly.
3. Follow simple spoken messages	3.1. All required information is gathered by listening and is correctly interpreted. 3.2. Instructions or procedures are followed in appropriate sequence for task and in accordance with information received. 3.3. Clarification is sought from workplace supervisor on all occasions when any instruction or procedure is not understood.
4. Participate in discussion to clarify issues, solve problems or consolidate working	4.1. ***Team*** meetings are attended on time. 4.2. Own opinions are clearly expressed and those of others are listened to without interruption. 4.3. ***Discussion*** with others is conducted in a courteous

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ELEMENT	PERFORMANCE CRITERIA
relations	manner appropriate to age and cultural background. 4.4. Questions about simple routine workplace procedures and matters concerning conditions of employment are asked and responded to.
5. Complete relevant work related documents	5.1. ***Forms*** relating to conditions of employment are completed accurately and legibly. 5.2. Forms documenting routine tasks are completed accurately and legibly.
6. Estimate, calculate and record routine workplace measures	6.1. Estimates of ***routine workplace measures*** are made. 6.2. ***Basic arithmetic processes*** are used to calculate routine workplace measures. 6.3. Workplace data is recorded on standard workplace forms and documents. 6.4. Errors in ***recording information*** on forms/documents are identified and rectified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating orally to clarify understanding and to participate in workplace meetings and discussions • completing relevant workplace forms as specified in the range of variables • operating communications equipment in use in the enterprise relevant to the individual's work responsibilities. **Numeracy skills used for**: • estimating processes • using basic arithmetic processes for routine workplace measures.
Required knowledge
• basic mathematical processes of addition, subtraction, division and multiplication • estimation processes • communication procedures and systems/technology relevant to the enterprise and the individual's work responsibilities.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • complete a range of routine tasks in the workplace complying with all displayed work-related notices. Particular emphasis is to be placed on the observance of safety, health and hygiene-related notices or instructions. • estimate and calculate routine workplace data • participate effectively in interactive workplace communications which may be in English or another language used at a particular workplace • record routine workplace data.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • a range of health, safety and other notices commonly found in the workplace • workplace personnel and other forms/documents as listed in the range of variables.
Method of assessment	The following assessment methods are suggested: • observation of work activities • practical exercises • project work • written or oral short-answer testing. Materials required to be read or listened to should be short, phrased in simple sentences and contain vocabulary familiar to the intended reader.

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EVIDENCE GUIDE	
	When writing short notes on forms the writer conveys overall meaning even if grammar and spelling is not 100% accurate. Standardised forms or reports may be required. Clarification may be sought by asking to rephrase or repeat information. Communication is assisted by use of body language, dictionaries or a supportive peer.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Notices may include:	• dockets with customer details • instructions and labels • may be in English or languages other than English • occupational health and safety (OHS), ecologically sustainable development (ESD) and food safety policies/procedures/alerts • personnel information, notes and rosters • symbols and signs • tables and simple graphs.
Teams may include:	• formal or informal groups/teams • level of supervision • rosters • small or large groups/teams • teams based on work function.
Discussion *may* include:	• non-verbal gestures, signals, signs and diagrams

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RANGE STATEMENT	
	• verbal (e.g. face to face, telephone, electronic and via two-way radio) • written (e.g. electronic, memos, instructions and forms).
Forms may include:	• hazard/accident/incident report forms • personnel forms • safety reports • shift reports/rosters • telephone message forms.
Routine workplace measures may relate to:	• leave entitlements • materials usage • packing and storing of stock or product • pay • product characteristics (e.g. length, weight, capacity, time, temperature, stock density, stock numbers and age) • product tallies • shift allowances.
Basic arithmetic processes include:	• addition • division • multiplication • subtraction.
Recording information may be done by:	• computer-based systems • manually.

Unit Sector(s)

Unit sector	Core

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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SFICORE105B Work effectively in the seafood industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves working in an effective and environmentally sustainable manner in the seafood industry. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit is a required core unit for all seafood industry sector qualifications with the exception of the fisheries compliance sector at Certificate III and higher. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Participate in environmentally sustainable practices	1.1. Knowledge of ***environmental hazards and risks*** and ***ecologically sustainable development*** (ESD) is appropriate to the individual's work area and level of responsibility. 1.2. Work activities conform to relevant ***environmental*** legislation, regulations, ***procedures*** and codes of practice appropriate to the individual's work area and level of responsibility. 1.3. Environmental hazards and risks relevant to the specific work being undertaken are identified and ***responded*** to, as required. 1.4. Sustainable resource principles and practices that are consistent with the task and level of responsibility employed in all work activities.
2. Apply knowledge of seafood species, products and equipment	2.1. Seafood ***species and products*** handled in the enterprise, relevant sector, work area or geographic area are recognised either visually or from a verbal/written description. 2.2. ***Equipment and resources*** required for the individual's work are identified either visually or from a verbal/written description.
3. Contribute to a productive work	3.1. Work is consistent with workplace agreements and legislative requirements related to access and equity,

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ELEMENT	PERFORMANCE CRITERIA
environment	equal employment opportunity and workplace harassment. 3.2. Workplace policies and procedures, including those concerned with security, confidentiality and reporting are followed. 3.3. Information and skills relevant to work are shared with co-workers. 3.4. Problems and conflict are recognised and resolved or referred to appropriate person.
4. Manage own work	4.1. Work instructions, written and/or oral, are interpreted correctly and confirmation sought if inconsistencies are noted. 4.2. Workload is assessed and prioritised within allocated timeframes and according to level of responsibility. 4.3. Need for additional support to improve performance, if required, is communicated clearly to the appropriate person. 4.4. Responsibilities and duties are undertaken in a positive manner to promote cooperation within the workplace.
5. Identify own learning needs, career options and support organisations within the seafood industry	5.1. ***Key industry sectors*** and occupations are identified. 5.2. Career options and training opportunities within the enterprise and seafood industry are identified. 5.3. Steps are taken, in consultation with ***appropriate personnel***, to identify own learning needs for future work requirements and career aspirations. 5.4. ***Key seafood industry organisations*** able to provide advice to individuals and the enterprise are identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• clarifying work instructions

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REQUIRED SKILLS AND KNOWLEDGE
• identifying a range of species, seafood/aquatic products, equipment and resources relevant to the enterprise, sector or geographic area • identifying own learning needs • minimising environmental impacts of environmental hazards and risks in the work area within area of responsibility • prioritising work tasks • sharing information orally with other workers. **Literacy skills used for**: • interpreting labels and descriptions • interpreting relevant workplace notices and documentation. **Numeracy skills used for**: • estimating time to complete activities and organise personal schedule.
Required knowledge
• basic environmental management procedures, regulations and codes of practice relevant to the seafood industry • broad knowledge of ESD principles and practices • broad knowledge of employment-related legislation and regulations that impact on the seafood industry • broad knowledge of key seafood industry organisations • commercial fisheries, species, products, work regimes, typical equipment used and unique aspects relevant to the enterprise, sector or geographic area • key processes or steps in the seafood supply chain • links between and interdependence of key processes in the seafood supply chain • occupations in the industry and learning and career options • sectors in the seafood industry • sustainable energy principles and practices relevant to area of work.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • complete work according to enterprise and other requirements, including relevant codes of practice, legislative requirements and workplace agreements • comply with environmental requirements when completing work tasks to minimise hazards and risks to the environment • identify a range of equipment and resources relevant to work function • identify a range of species and seafood/aquatic products relevant to the enterprise, sector or geographic area. Assessment must confirm knowledge of: • individual job tasks, rights and responsibilities • species, seafood/aquatic products relevant to the enterprise, sector or geographic area • relevant environmental management procedures, legal and regulatory requirements and codes of practice for the industry sector • the seafood supply chain in the industry or sector • the use and names of relevant equipment and resources.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include relevant documentation, such as: • enterprise SOPs and food safety plans, where relevant • legal and regulatory requirements • industry codes of practice • sources of training and career information.
Method of assessment	The following assessment methods are suggested: • observation of work activities • practical exercises • project work • third-party or collaborative assessment

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EVIDENCE GUIDE	
	• written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations, safety at sea and pollution control.
Environmental hazards and risks may include:	• adverse weather conditions • by-catch • contaminants or sources of cross-contamination • handling and disposal of waste

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RANGE STATEMENT	
	• handling and storage of hazardous goods • individual actions that impact on seafood supply chain • overfeeding.
ESD may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
Environmental procedures may include:	• enterprise standard operating procedures (SOPs) • food safety • handling • industry codes of practice • legal or regulatory requirements • personal hygiene • processing • storage • transportation.
Responded to may include:	• dealing with risk or incident

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RANGE STATEMENT	
	• emergency response or action • recording or logging details • reporting.
Species and products may include:	• crustaceans • fish and related products (e.g. roe) • live or dead • miscellaneous invertebrates • reptiles and related products (e.g. skins) • seaweed or algae • shellfish and related products (e.g. pearls).
Equipment and resources may include:	• agricultural or farm machinery and equipment • fishing gear • manufacturing or processing machinery and equipment • other relevant equipment • packing and storage equipment and containers • personal protective equipment (PPE) • retail equipment • vessels.

Key industry sectors may include:	• aquaculture, including ornamentals
	• fisheries compliance
	• fishing, including fishing charter operations
	• post-harvest:
	  • processing
	  • transport and distribution
	  • wholesale and retail
	• vessel operations.

Appropriate personnel may include:	• human resources personnel • manager • mentor • peers or colleagues • supervisor • training provider or adviser.
Key seafood industry organisations may include:	• cooperatives and marketing bodies • government departments • other relevant organisations • professional and industry bodies, such as Seafood Services Australia, National Aquaculture Council and AgriFood Skills Australia

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RANGE STATEMENT	
	• statutory authorities, such as the Fisheries Research and Development Corporation • unions and associations.

Unit Sector(s)

Unit sector	Core

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFICORE106B Meet workplace OHS requirements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves following defined occupational health and safety (OHS) policies and procedures relating to the work being undertaken in order to ensure own safety and that of others in the workplace. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This competency is a required core unit for all seafood industry sector qualifications, with the exception of fisheries compliance stream at Certificate III or higher.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Follow workplace procedures for ***hazard identification***, ***risk assessment*** and ***risk control***	1.1. OHS ***hazards*** in the workplace are identified, assessed, reported and controlled using the ***hierarchy of control model***. 1.2. **Workplace procedures** and work instructions for controlling risks are accurately followed at all times. 1.3. Safety checks are undertaken before operation of all machinery and vehicles. 1.4. Prior to performing ***manual handling*** jobs, hazards are identified, assessed and controlled using workplace procedures and carried out using safe manual handling techniques according to instructions and ongoing ***training***. 1.5. ***Risks to workplace bystanders*** are identified and action taken to reduce risk associated with jobs in the workplace.
2. Follow appropriate emergency procedures	2.1. Knowledge of and ability to follow procedures for dealing with accidents, fires, and other ***emergencies*** are maintained, including communicating location and directions to emergency personnel. 2.2. Emergency procedures are followed. 2.3. Emergency equipment is used, serviced and

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ELEMENT	PERFORMANCE CRITERIA
	maintained according to manufacturer specifications. 2.4. Appropriate authorities are notified according to ***workplace policy***.
3. Participate in arrangements for maintaining health and safety of all people in the workplace	3.1. OHS issues are raised with ***designated personnel*** according to workplace procedures and relevant ***OHS requirements***. 3.2. Contributions are made to enterprise OHS ***participative arrangements*** and ongoing monitoring and reporting of all aspects of OHS. 3.3. Hierarchy of control model is followed to level of responsibility. 3.4. Assistance is provided in developing effective solutions to control the level of risk associated with tasks.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• applying the hierarchy of control model • communicating and contributing to OHS participative arrangements and reporting hazards and risks • following workplace procedures for acting in an emergency • following workplace procedures for hazard identification and risk control. **Literacy skills used for**: • interpreting OHS symbols • reading labels, notices and relevant enterprise documentation and manufacturer specifications. **Numeracy skills used for**: • estimating weight of items to be lifted or moved.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• designated personnel responsible for OHS within the enterprise • local emergency services • preferred order of ways to control risks (i.e. hierarchy of control) • reasons for and purpose of workplace health and safety requirements • significant hazards in the workplace • the rights and responsibilities of the workplace parties under OHS Acts, regulations and codes of practice • ways in which OHS is managed in the workplace, and activities required under OHS legislation • workplace OHS procedures relevant to the work being undertaken.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • act in an emergency • follow workplace procedure for hazard identification and risk control when completing a range of workplace operations and circumstances that the individual would be expected to deal with. Assessment must confirm knowledge of: • local emergency services • occupational health and safety risk management • relevant parts of OHS legislation, relevant regulations and codes of practice which apply in that state or territory for work being undertaken • significant physical, environmental and chemical hazards in the workplace.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment.

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EVIDENCE GUIDE	
	Resources may include: • enterprise OHS policies and procedures • relevant OHS Acts, regulations and codes of practice.
Method of assessment	The following assessment methods are suggested: • observation of work activities • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Hazard identification may include:	• housekeeping
	• the process of recognising that a hazard exists, for example:
	  • workplace inspections
	  • checking equipment or the work area before work commences and during work.

Risk may include:	• the likelihood that something will cause harm in the circumstances of its use.
Risk assessment may include:	• activities undertaken (consistent with level of responsibility) to estimate how likely it is that harm will occur as a result of the existence of a particular risk.
Risk control may include:	• devices, systems, including work methods, or approaches that reduce exposure to workplace hazards.

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RANGE STATEMENT	
Hazards may include:	• contact with electricity • contact with plant or marine life • contaminants • dangerous organisms • exposure to heat, cold and ultraviolet (UV) radiation • falls, trips and slips • hitting or being hit by stationary or moving objects • immersion in water without a personal flotation device (PFD) • inadequate training • ladders • manual handling • noise • plant and machinery operation and maintenance (e.g. unguarded machinery, motor vehicles and unstable vessels) • poor housekeeping and lack of deck space • recreational swimming • repetitive movements and awkward postures • short or long term contact with chemicals and hazardous substances (e.g. dust and fumes) • smoking and alcohol • unventilated holds • weather and water conditions • working with inappropriate clothing • working with knives.

Hierarchy of control model refers to:	• a system for developing risk controls with the priority being, in order:
	  • eliminate the hazard
	  • substitute the hazard with a lesser hazard or risk
	  • isolate the hazard
	  • use engineering controls
	  • use administrative controls
	  • use personal protective equipment (PPE).
	This is a recognised ranking of control measures according to effectiveness form the most effective measures (that eliminate hazards) to the least effective (that achieve only temporary protection

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RANGE STATEMENT	
	and require ongoing checking and change). PPE is regarded as the least satisfactory control measure.
Workplace procedures may include:	• instructions on how a workplace activity should be carried out, by whom and when, for example: • accident and incident reporting • confined space entry • electrical safety • emergency procedures • health and hygiene (e.g. alcohol, smoking, shift work and fatigue) • isolation (also known as lock-out and tag-out) • job procedures and work instructions • machine guarding • manual handling • noise and vibration • permit to work • plant and equipment (e.g. operating, licensing, maintenance and servicing) • recreational swimming • rescue procedures • use and storage of hazardous substances • use of PPE • use of safety and flotation devices • vessel housekeeping • work on an unstable work platform • work in rough weather • working at heights • working with the elements (e.g. isolations, hypothermia, inclement weather and UV exposure).
Manual handling may include:	• any activity requiring the use of force exerted by a person to lift, lower, push, pull and carry bags, drums, cartons and crates.
Training may include:	• the development of skills, knowledge and attitudes, through instruction or practice, for example: • confined space work

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RANGE STATEMENT	
	• identification of hazardous work practices • manual handling • marine safety practices • safe use and handling of hazardous substances • survival skills • training on commencement of employment.
Risks to workplace bystanders may include:	• persons who are not working but are present at or near a workplace and may be affected by the activities of the workplace, for example: • being exposed to noise, chemicals, pesticides and slips/falls/spills • being run over and injured by vehicles or vessels • drowning.
Emergencies may include:	• chemical spills • collisions • electrocution • entanglement in nets or craypot ropes • falling or being dragged overboard • fire • flood • immersion in water • injuries associated with dangerous organisms (e.g. bites, stings and poisoning) • injuries associated with machines, vehicles, vessels and diving • rescue activities • rough weather and heavy seas • vessel capsize.
Workplace policy may include:	• written statement of employer's intentions and how they will action those intentions in the workplace, for example, OHS, access and equity, and discrimination.
Designated personnel may include:	• enterprise OHS personnel • other persons authorised or nominated by the enterprise or industry to perform, approve, inspect or direct specified work • supervisors, managers and team leaders.
OHS requirements may include:	• appropriate workplace provision of first aid

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RANGE STATEMENT	
	kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Participative arrangements may include:	• formal and informal meetings, including OHS • OHS representatives • hierarchy of control model to level of responsibility • OHS committees • other committees • suggestions, requests, reports and concerns put forward by employees to supervisors.

Unit Sector(s)

Unit sector	Core

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIDIST201C Prepare, cook and retail seafood products

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves selecting, preparing and cooking seafood products to order in a retail shop, and cleaning up cooking facilities. This unit does not deal with generic skills (non-seafood) that are required for cooking and retailing. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to a retail outlet which sells cooked seafood product to the public. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***food safety and hygiene regulations and procedures and ecologically sustainable development principles*** (***ESD***). Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Select ***product*** to cook	1.1. Appropriate PPE is worn. 1.2. Seafood to be cooked to order is identified and assessed for suitability and stored correctly until required. 1.3. Fresh or thawed product selected to be cooked is handled with care to ensure it is not physically damaged. 1.4. Product identified as unsuitable is set aside and reported to the appropriate person. 1.5. Temperature of product awaiting cooking is maintained within the required range to ensure

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ELEMENT	PERFORMANCE CRITERIA
	conformity with food safety regulations. 1.6. Ingredients required for cooking are identified and stored correctly until required. 1.7. ***Equipment*** and power sources are operated safety and effectively as required by the enterprise. 1.8. Commercial cooking oil/fat is used safely and within approved temperature range. .
2. Pre-cook product	2.1. Batters, crumbs and other seafood coatings are prepared and stored. 2.2. Product is pre-cooked and stored at the appropriate temperature to ensure conformity with food regulations. 2.3. Pre-cooked product is stored in cool rooms or refrigerated counter units in the appropriate place to ensure no cross-contamination occurs, and conformity with food regulations.
3. Cook and sell product to order	3.1. Customer's order is taken and recorded. 3.2. Product is cooked for sufficient time to ensure that the temperature and colour conforms to food regulations. 3.3. Customer's order is assembled when all items are cooked, and wrapped/packaged.
4. Clean facilities	4.1. Cooking equipment and preparation area are kept clean during operation. 4.2. When cooking operations are closed, cooking equipment is cleaned. 4.3. Cleaning equipment and cleaning chemicals are used correctly. 4.4. Cooking oil/fat is filtered to ensure conformity with food regulations, and disposal follows ESD procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required skills

- assessing seafood freshness and suitability as a 'cook-to-order' item
- cleaning the workplace and using cleaning chemicals safely
- communicating to take a customer's order
- handling, wrapping and packaging cooked seafood
- identifying cooking times for deep fried and grilled seafood.

Literacy skills used for:

- identifying and tracing product
- interpreting cooking recipes
- interpreting enterprise procedures
- recording customer orders when taken face to face or by telephone.

Numeracy skills used for:

- accurately reading a thermometer
- calculating extensions of weight and price to give an accurate price of product
- calculating total of invoice or bill
- counting product for stocktaking purposes
- reading and interpreting electronic scales.

Required knowledge

- hygienic handing of cooked and raw seafood
- hygienic handling of pre-cooked and cooked seafood
- product knowledge:
  - assessment of spoilage, defects and parasites
  - cooking methods, such as grilling, barbecuing, baking and deep frying
  - correct marketing name
  - handling, wrapping and packaging
  - harvest or fishing area
  - potential food safety hazards
  - presentation of product
  - prohibited species
  - seasonality
  - shelf life of raw materials
- suitability of different cooking methods, such as grilling, baking, barbequing, deep frying and steaming for species sold.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • cook, wrap and serve suitable product courteously and knowledgeably so that customer's needs are met • clean cooking equipment and preparation area to ensure compliance with enterprise procedures and food regulations. Assessment must confirm knowledge of: • deep frying and grilling of a variety of seafood species • degree of freshness and spoilage for a particular species • common seafood defects, diseases and parasites • species identification • food regulations for the preparation and display of pre-cooked product • species harvest or fishing area, seasonality and cooking methods.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • deep fryer, steamer, barbeque and oven • grill plate • seafood product • refrigerated storage rooms • temperature measuring devices • cooking medium, such as oils • cooking materials, such as batters and crumbs • salt

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EVIDENCE GUIDE	
	• wrapping materials • cooking utensils • Australian Seafood Handbook: An Identification Guide to Domestic Species, CSIRO.

Method of assessment	The following assessment methods are suggested:
	• select, prepare and cook by deep frying and grilling a range of seafood that has at least one (1) of the following:
	  • fresh fish
	  • raw crustaceans and molluscs
	• demonstrate product knowledge for at least three (3) common fish species, two (2) common crustaceans and two (2) common molluscs.

Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature

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RANGE STATEMENT	
	control along chain of custody • health and welfare of aquatic animals • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for work, including fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and

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RANGE STATEMENT	
	sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • using and recycling of water and maintaining water quality.
PPE may include:	• gloves • insulated protective clothing for freezers or chillers and refrigeration units • non-slip or other safety footwear • protective hair, beard and boot covers • uniforms or overalls.
Product may include:	• barbequed, baked, steamed or grilled whole fish, fillets and cutlets • fried fish fillets, crustaceans and molluscs • potato chips
Equipment may include:	• baking ovens • cleaning chemicals • cleaning equipment

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RANGE STATEMENT	
	• deep fryers • display trays and tongs • fish tubs • frying baskets • grill plates • ice machines • knives and sharpening steel • oil filtering equipment • packaging material • refrigerated display units • salt shakers • scales (electronic and mechanical) • scoops • steamers • thermometers or other temperature measuring devices • wrapping paper.

Unit Sector(s)

Unit sector	Seafood sales and distribution

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIDIST202C Retail fresh, frozen and live seafood

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves setting up, serving from and packing up a retail display of fresh, frozen and live seafood (units specific for holding live aquatic animals can be selected from aquaculture stream). This involves assessing seafood freshness, demonstrating skill in putting together a display that attracts customers but ensures that the product is at the correct temperature without any cross-contamination, and serving customers. This unit does not deal with generic skills (non-seafood) that are required for retailing. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to any outlet, including supermarkets that retail fresh, frozen and live seafood to the public. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***food safety and hygiene regulations and procedures and ecologically sustainable development principles*** (***ESD***). Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Set up display	1.1. Appropriate ***PPE*** is worn. 1.2. Seafood is taken from chiller, assessed for freshness and suitability, and prepared for retail display. 1.3. ***Product*** identified as unsuitable is set aside for

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ELEMENT	PERFORMANCE CRITERIA
	disposal. 1.4. Temperature of product in retail display is checked to ensure conformity with food regulations. 1.5. Display is checked to ensure that no cross-contamination occurs between raw and cooked products. 1.6. Price tickets are prepared to show the correct name and price and are clean before being placed on the display. 1.7. Live product is placed in tanks, and water quality monitored and maintained to set requirements of the species.
2. Maintain display	2.1. Product temperature is monitored to ensure that it is within the required range. 2.2. Fresh product is kept moist and attractive. 2.3. Ice and water used on fresh product is potable according to food regulations. 2.4. Display is checked and adjusted, if necessary. 2.5. Display of frozen product is checked to ensure that all products are within its use-by-date and is placed below the freezer unit's load line, according to manufacturer instructions. 2.6. Live product display tanks are checked to ensure all dead and dying fish are removed, and water quality is appropriate for the species. 2.7. Faults in refrigeration, tank and other ***equipment***, are reported to the appropriate person.
3. Serve customers	3.1. ***Product knowledge*** is demonstrated in all communications with customer, in regard to shelf life and suggested cooking methods. 3.2. Product is trimmed, skinned or scaled to order. 3.3. Product is handled, weighed, wrapped and packaged.
4. Pack up and clean up	4.1. Product is removed from retail display and freshness and suitability for sale is assessed, and unsuitable product disposed of. 4.2. Price tags are removed and cleaned. 4.3. The empty retail display and fresh product preparation areas are cleaned to ensure food regulations are met. 4.4. Live tank displays are cleaned to maintain water quality

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ELEMENT	PERFORMANCE CRITERIA
	4.5. Stocktake of fresh, live and frozen product is undertaken. 4.6. Use-by-dates on packaged fresh and frozen product are checked and out-of-date product disposed of. 4.7. Product is placed in chiller and freezer storage rooms in appropriate areas. 4.8. Product held overnight in chillers is re-iced, as necessary. 4.9. Identification and traceability of unpackaged fresh and live product is maintained. 4.10. Refrigerated storage rooms are cleaned.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assessing seafood freshness and suitability for retail display • cleaning the workplace and using cleaning chemicals safely • handling, wrapping and packaging of seafood • maintaining the temperature of seafood • providing information on shelf life and cooking methods for seafood products to customers • receiving orders from customer in a courteous and knowledgeable manner. **Literacy skills used for**: • completing stocktake forms • identifying and tracing product • interpreting and writing price, correct fish name and country of origin on tickets or labels • interpreting enterprise procedures • learning about seafood products sold from retail outlet • recording customer orders when taken face to face or by telephone. **Numeracy skills used for**:

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REQUIRED SKILLS AND KNOWLEDGE
• accurately interpreting a thermometer • calculating extensions of weight and price to give the correct price of the product • calculating total of invoice • counting product for stocktake purposes • reading and interpreting electronic and mechanical scales.
Required knowledge
• enterprise procedures • hygienic handling of cooked and raw seafood • suitability of different cooking methods, such as grilling, baking, barbequing, deep frying and steaming for species sold • storage requirements for seafood product.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • comply with enterprise procedures and food regulations • identify suitable product • set up, maintain, pack and serve from retail display courteously and knowledgeably so that customer's needs are met. Assessment must confirm knowledge of: • common fish defects, diseases and parasites • degree of freshness and spoilage for a particular species/product, such as sashimi • food regulations for the preparation and display of product • species harvest or fishing area, seasonality and cooking methods

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EVIDENCE GUIDE	
	• species identification.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. The setting up and maintaining of a retail display must have at least one (1) sample of each of the following seafood: • fresh fish • raw and cooked crustaceans • opened oysters. Product knowledge must address at least four (4) common fish species, two (2) common crustaceans and two (2) common molluscs. Resources for assessment may include: • packaging materials • range of retail outlets for site visits • refrigerated storage rooms • seafood cleaning and filleting facility • seafood products • temperature measuring devices.
Method of assessment	The following assessment methods are suggested: • demonstrating customer service, including product knowledge through actual or simulated work activities • demonstrating correct use of electronic scales and packaging of purchased seafood • project involving the setting up and maintaining of a seafood retail display • written or oral short-answer tests.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • health and welfare of aquatic animals • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for work,

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RANGE STATEMENT	
	including fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance, of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise or odour emissions • reducing emissions of greenhouse gases • reducing energy use

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RANGE STATEMENT	
	• reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • using and recycling of water, and maintaining water quality.
PPE may include:	• gloves • insulated protective clothing for freezers or chillers and refrigeration units • non-slip or other safety footwear • protective hair, beard and boot covers • uniforms or overalls.
Product may include:	• cleaned crabs • crustacean species • fish cutlets • fish fillets • fish species • fish - gilled, gutted and butterfly-cut • headed prawns • headed, peeled and de-veined prawns • molluscan species • slice sashimi • split lobsters • squid/octopus cleaned.
Equipment may include:	• cleaning chemicals • cleaning equipment • display trays, thongs and nets • fish boxes • fish tubs • ice machines for potable ice • knives and sharpening stone/steel • live fish tanks • price tickets • refrigerated display units • scales (electronic and mechanical) • thermometers or other temperature measuring devices.
Product knowledge may include:	• assessment of spoilage, defects and parasites • cooking methods, such as grilling, barbecuing, baking, steaming and deep frying • correct marketing name

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RANGE STATEMENT	
	• handling, wrapping and packaging • harvest or fishing area • legal length • potential food safety hazards • presentation of product • prohibited species • seasonality • shelf life of fresh or frozen product • water quality requirements for live animals • state and territory food regulations.

Unit Sector(s)

Unit sector	Seafood sales and distribution

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIDIST301C Wholesale product

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves wholesaling seafood products. This involves communicating with the customer to take the order, selecting product, its preparation and weighing, followed, if necessary, by the consolidation of other items to complete the order. Preparing invoices and transferring or delivering the product is also required. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to any wholesale outlet that sells seafood products. Such an outlet may be a dedicated wholesale outlet, or it may be vertically integrated with other seafood operations, such as: • a fishing or aquaculture enterprise • seafood processing • retail outlet. **Licences may be required for**: • driving delivery vehicles • load-shifting equipment, such as forklifts. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***food safety and hygiene regulations and procedures and***

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	ecologically sustainable development principles (***ESD***). Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate with customers	1.1. Current product and market knowledge is communicated to customers. 1.2. Customer orders are accurately recorded and prices negotiated. 1.3. Complaints are handled sensitively, courteously and with discretion.
2. Prepare order	2.1. Workplace and ***equipment*** is cleaned before start, and cleanliness maintained. 2.2. Products required for order are visually inspected for any signs of spoilage, defects and parasites and defective product identified and set aside and disposed of after consultation with supervisor. 2.3. Product is prepared according to customer ***specifications***, and thoroughly chilled prior to delivery, where necessary. 2.4. ***Materials*** used in preparing the order for transport are hygienically stored according to the enterprise food safety plan. 2.5. Product is weighed and weight recorded on appropriate form or invoice. 2.6. Weighed items are packaged to ensure product remains at appropriate temperature and undamaged during transport and is labelled. 2.7. Identification and traceability of product is maintained on both packaged and unpackaged goods.
3. Consolidate order	3.1. Each item is checked off against a picking slip or order list, and consolidated into one order. 3.2. ***Documentation***, including invoice, for the consolidated order is completed.
4. Transfer/deliver product	4.1. Product assigned to the customer at the enterprise is signed/paid for by the customer. 4.2. Delivery vehicle is checked to ensure it is clean and in full working order. 4.3. Consolidated order is placed into the vehicle and product checked to ensure temperature is maintained until delivery. 4.4. Delivery vehicle is operated and parked according to road and traffic legislation for the area. 4.5. Product is delivered safely to customer, using the

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ELEMENT	PERFORMANCE CRITERIA
	most appropriate route. 4.6. Documentation, signed by customer accepting product, is checked and retained by the driver.
5. Return to enterprise	5.1. Documentation on seafood delivery is passed to the appropriate person at the enterprise. 5.2. Delivery vehicle is emptied and cleaned, and cleaning chemicals and equipment are used safely. 5.3. Vehicle is used and maintained according to road and traffic legislation. 5.4. Log book or other documentation is completed on return.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assessing seafood quality • cleaning and sanitising food handling work area, equipment and delivery van • handling customer complaints • identifying species and products, including spoiled products • interacting with customers and providing them with product and market knowledge • listening skills to take orders and delivery advice accurately • maintaining the temperature of seafood product according to food safety plan • navigating the most appropriate route when delivering product in delivery van • negotiating prices with customers within enterprise guidelines • preparing statements and invoices. **Literacy skills used for**: • identifying and tracing product • interpreting and applying outline of specifications • interpreting and following enterprise procedures • interpreting basic order forms and product labels • preparing basic invoices and/or statements using calculator.

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REQUIRED SKILLS AND KNOWLEDGE
Numeracy skills used for: • calculating extensions of weight and price to give an accurate cost of product • calculating total of invoice using a calculator • completing log book for delivery van • reading a thermometer accurately • weighing product.
Required knowledge
• application of OHS standards in regard to lifting boxes of seafood and operating a motor vehicle • hygienic handling and preparation of seafood • personal, workplace and product hygiene • safe use of chemicals and cleaning equipment.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • communicate with customer, take order and then prepare all the items in a customer's order to specification • weigh the order accurately and complete the weight/price extensions • load all product on to a delivery vehicle • safely deliver chilled or frozen product • undertake all product handling according to workplace procedures, OHS and food regulations. Assessment must confirm knowledge of: • common fish defects, diseases and parasites • degree of fish freshness and spoilage pattern for the

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EVIDENCE GUIDE	
	species • how to use a calculator • seafood species and product types.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Candidates must demonstrate at least two (2) mixed orders with at least three (3) different items each. Resources may include: • calculator • ice and cartons • sample invoice documents • scales • seafood product, including at least two (2) species of fish, crustaceans and molluscs • thermometer or temperature recording devices.
Method of assessment	The following assessment methods are suggested: • demonstration of competency in actual or simulated workplace • exercise requiring the loading and unloading of delivery vehicle • written or oral short-answer test.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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RANGE STATEMENT	
Relevant government regulations*, *licensing and other compliance requirements may include:	• biosecurity, translocation and quarantine, Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • health and welfare of aquatic animals • OHS hazard identification, risk assessment and control.
OHS requirements may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for work, including fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.

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RANGE STATEMENT	
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • using and recycling of water, and maintaining water quality.
PPE may include:	• gloves • insulated protective clothing for freezers or

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RANGE STATEMENT	
	chillers and refrigeration units • non-slip or other safety footwear • protective hair, beard and boot covers • uniforms or overalls.
Equipment may include:	• cleaning equipment • delivery vehicle • scales • thermometer or temperature recording devices.
Specifications may include:	• fresh or frozen • live, dried, salted or pickled • product form, such as whole, fillet and peeled • species, such as fish, crustaceans and molluscs.
Materials may include:	• ice • other cooling agents • packaging materials.
Documentation may include:	• carton labels clearly showing correct fish name and country of origin labelling • delivery slip and packing slip • invoices • order forms • statements.

Unit Sector(s)

Unit sector	Seafood sales and distribution

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFIDIST401C Buy seafood product

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves using product and market knowledge to identify suppliers and opportunities for securing product at an attractive price that meets food and trade regulations. It applies to buying seafood product within Australia only. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, particularly ***food safety and hygiene regulations and procedures***. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Communicate with suppliers	1.1. Effective business ***communication*** with ***suppliers*** is established, maintained and conducted in a professional, courteous manner. 1.2. Current ***product knowledge*** and ***market knowledge*** is demonstrated in all communications with suppliers or central fish market.
2. ***Buy*** product	2.1. Product type and volume to be purchased is identified and the most appropriate supplier selected. 2.2. Product quality is confirmed before it is bought to ensure that it meets the standards and ***specifications*** of the enterprise food safety program and quality assurance system, and food regulations. 2.3. Product identification is maintained from point and time of purchase to ensure enterprise procedures for

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ELEMENT	PERFORMANCE CRITERIA
	product recall can be effected.
3. Maintain records	3.1. ***Records*** of all communications with supplier are maintained. 3.2. Records of ***transactions*** and product inspections are established, stored and filed according to customer requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• assessing seafood quality against a product specification
• computer literacy for:
  • electronic filing, records and communications
  • using internet for market research, ordering and monitoring logistics
  • document production and spreadsheets
• developing and maintaining a networking relationship with a range of suppliers
• maintaining records of seafood inspections, transactions and communications with supplier
• researching marketing information
• negotiating price and sales arrangements.
 	
Literacy skills used for:
• completing complex forms
• corresponding in writing
• identifying and tracing product
• reading enterprise procedures
• reading industry magazines.
 	
Numeracy skills used for:
• calculating gross margins, percentage mark-ups and discounts
• manipulating buying and selling margins to maintain profit margins.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• buying systems used by suppliers
• legislative requirements associated with purchasing, sales, storage and movement of seafood
• market knowledge for the species, such as seasonal demand, prices and supply conditions
• product knowledge, such as species recognition, quality, potential food safety hazards and specifications
• techniques used in business to:
  • establish and maintain networks
  • negotiate supply arrangements and seafood prices.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • buy seafood that meets the needs of the customer for species, specifications and time of delivery, as well as meeting food safety and other trading requirements, and at a price that is profitable for the business. Assessment must confirm knowledge of: • effective communication • effective negotiation • species likely to be in demand in Australia • where to buy seafood in Australia.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include:

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EVIDENCE GUIDE	
	• access to auction systems • access to fishermen's cooperatives • examples of product to be sold • examples of customer's requirements • industry member directories • product specifications • product to be inspected.
Method of assessment	The following assessment methods are suggested: • portfolio of correspondence or records of discussions with customers/suppliers • role-play.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices: • commercial law, including fair trading and trade practices • consumer law • corporate law, including registration, licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch agreements

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RANGE STATEMENT	
	• jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions, and other compliance requirements, including: • Australian Exclusive Economic Zone • international treaties and agreements • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • occupational health and safety (OHS) hazard identification, risk assessment and control • product quality assurance • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products

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RANGE STATEMENT	
	• HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
PPE may include.	• insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective hair, beard and boot covers.
Communication may include:	• email • face to face • facsimile • letter • online • telephone and SMS.
Suppliers may include:	• central market • exporter • fisher • fishermen's cooperative • importer • seafood farmer • wholesaler.
Product knowledge may include:	• Australian Food Standards Code • correct marketing name • harvest or fishing area

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RANGE STATEMENT	
	• product form • prohibited species • seasonality • species' scientific name.
Market knowledge may include:	• availability of product throughout Australia and overseas • industry contacts • local and overseas market situation • open and closed fishing areas • saleability of product • up-to-date directories of industry members.
Buy may be by:	• auction • direct purchase from fisher/cooperative/farm • use of agent or middleman, or wholesaler.
Specifications may include:	• country of origin • fresh, frozen and preserved seafood • price • product form • size grades • species • trim details.
Records may include:	• computer/computer storage • manual or paper file.
Transactions may include information on:	• delivery address • packaging • payment terms • time of delivery • transport mode • weight • weight grade, count grade and code grade.

Unit Sector(s)

Unit sector	Seafood sales and distribution

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIDIST501C Export product

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves contracting to supply product to an overseas customer, and purchasing and packing that product in Australia. This involves developing product specifications, purchasing or obtaining product, organising transport to the overseas customer and ensuring smooth clearance by customs in the importing country. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, particularly ***food safety and hygiene regulations and procedures***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Communicate with suppliers and customers	1.1. Effective culturally appropriate business ***communication*** with Australian supplier and overseas customer is established and maintained and conducted in a professional manner. 1.2. Contact with supplier and customer is maintained until sale is completed (or terminated). 1.3. Correct ***product and market knowledge*** is demonstrated in all communications with supplier and customer.
2. Purchase product	2.1. Purchase orders for products are placed with approved suppliers. 2.2. Product description is sufficiently detailed so that customer's ***specifications***, exporting and importing country's regulations are met. 2.3. Price, product description, time of delivery and

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ELEMENT	PERFORMANCE CRITERIA
	payment terms are negotiated with supplier. 2.4. Contract to purchase is checked and approved by appropriate person before being forwarded to the supplier.
3. Pack and inspect product	3.1. Product to be exported is prepared, processed and packaged under conditions that meet exporting and importing country's requirements. 3.2. Product is labelled according to exporting country's regulations, importing country's requirements and product identification is recorded. 3.3. Product is checked before and after packing to ensure that it meets exporting and importing country's requirements, and, if required, samples are taken for independent analysis and records of checks are maintained. 3.4. Product which is part of a consolidated consignment is stored at the appropriate temperature until distribution to customer is implemented.
4. Complete documentation	4.1. All ***documentation*** associated with the transaction is completed. 4.2. Documentation shows all information required to identify product, supplier and customer contract and is completed to the satisfaction of exporting and importing country's requirements. 4.3. Contracts to supply product are not signed and dispatched until checked by appropriate person. 4.4. Copies of appropriate documentation are sent to approved storage firm, agent or direct to customer, as required.
5. Arrange distribution of product	5.1. ***Transportation*** is arranged to ensure that product reaches customer at the agreed time and condition.
6. Manage records	6.1. ***Records*** of all communications with supplier and customer are maintained and are filed against a contract number. 6.2. Records from transport company/cold storage firm/agent or customer are checked to confirm that correct product has been dispatched, product has been checked against manifest, the container number is consistent with that on the documentation and that the container's seal was still intact when dispatched. 6.3. Records, in compliance with packer's quality assurance program, are filed to provide records of

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ELEMENT	PERFORMANCE CRITERIA
	product identification and traceability. 6.4. Records of export documentation are checked for completion before being filed against contract number. 6.5. Records of supplier/customer complaints are maintained and copies forwarded to the appropriate person for resolution.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

- assessing seafood quality against a customer's specification
- computer literacy for:
  - electronic filing, records and communications
  - using internet for market research, ordering and monitoring logistics
  - document production and spreadsheets
- developing and maintaining a networking relationship with a range of suppliers
- maintaining records of seafood inspections, transactions and communications with supplier
- researching marketing information
- negotiating price and sales arrangements
- using culturally appropriate communication to establish and maintain relationships with suppliers.

Literacy skills used for:

- completing complex forms
- corresponding in writing
- identifying and tracing product
- preparing detailed specifications and contracts to supply and purchase product
- reading and interpreting food standards
- reading enterprise export procedures.

Numeracy skills used for:

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REQUIRED SKILLS AND KNOWLEDGE
• calculating extensions of weight and price to give an accurate price of product • calculating foreign exchange rates • calculating total of invoice or statement • estimating gross profit margins, and/or calculating percentage mark-up.
Required knowledge
• Australian Quarantine Inspection Service (AQIS) regulations for export product • enterprise import procedures • importing country's requirements • market intelligence for the species, such as degree of demand, prices, supply conditions and seasonality • product knowledge, such as species recognition, quality, potential food safety hazards and specifications • techniques used in business to establish and maintain networks • negotiate supply arrangements and seafood prices.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • negotiate, arrange and undertake the export of product from Australia (or other country) that meets the needs of the importing customer and importing customer's country, as well as meeting the exporting country's food safety requirements, and at a profit. Assessment must confirm knowledge of: • species likely to be in demand overseas • species suitable for export from Australia • AQIS regulations for the preparation and export of product.

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EVIDENCE GUIDE	

Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment.
	
	Resources may include:
	• a full set of negotiable documentation
	• access to:
	  • NATA-certified testing laboratories
	  • central fish markets or other seafood suppliers
	  • cold storage facilities
	  • AQIS registered processing/packing establishments
	• samples of seafood product
	• examples of customer's specifications
	• samples of contract to purchase
	• samples of contract to supply.
	•

Method of assessment	The following assessment methods are suggested: • prepare a full set of negotiable documentation • correspondence or records of discussions with customers and suppliers.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine

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RANGE STATEMENT	

	• AQIS requirements
	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions, and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• occupational health and safety (OHS) hazard identification, risk assessment and control
	• product quality assurance
	• correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	• correct quantities, sizes and other customer requirements
	• third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental

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RANGE STATEMENT	
	management systems).
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
Communication may include:	• email • face to face • facsimile • letter • telephone and SMS.
Product and market knowledge may include:	• AQIS Export Control (Fish) Order • assessment of spoilage defects and parasites • contract to supply • correct marketing name • harvest or fishing area • importing country requirements • local and overseas market situation • potential food safety hazards

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RANGE STATEMENT	
	• presentation of product • prohibited species • protected species • seasonality • shelf life of fresh or frozen product • species' scientific name.
Specifications may include:	• delivery point • dried, salted and pickled seafood • fresh and frozen seafood • gross weight or net weight • mode of transport • packaging • product form • species • time of delivery • weight grade, count grade and grade code.
Documentation may include:	• contract to purchase/supply • enterprise product testing/quality forms • export documentation in compliance with AQIS requirements • importing countries' requirements.
Transportation may include:	• air • containers • rail • road.
Records may include:	• AQIS requirements • computer/computer storage • manual/paper file.

Unit Sector(s)

Unit sector	Seafood sales and distribution

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIDIST502C Import product

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves importing seafood product and ensuring that it meets customer needs and Australian food regulations. It covers placing an order for product with an overseas supplier, negotiating product specifications and organising transport, Australian Customs clearance, and storage and/or delivery of product to the Australian customer. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, particularly ***food safety and hygiene regulations and procedures***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Communicate with suppliers	1.1. Effective business ***communication*** with suppliers is established, maintained and conducted in a professional manner. 1.2. Contact with suppliers is maintained until sale is completed (or terminated). 1.3. Current ***product and market knowledge*** is demonstrated, in all communications with suppliers.
2. Order product	2.1. Orders for products are placed with approved suppliers. 2.2. Product description is sufficiently detailed so that customer ***specifications***, Australian Quarantine Inspection Service (AQIS) requirements and state/territory food regulations can be met. 2.3. Price, product description, time of delivery and

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ELEMENT	PERFORMANCE CRITERIA
	payment terms are negotiated with supplier. 2.4. Contract to purchase is checked and approved by appropriate person before being forwarded to supplier.
3. Complete documentation	3.1. All ***documentation*** associated with the transaction is completed. 3.2. Documentation shows all information required to identify product, supplier and customer contract and is completed to the satisfaction of AQIS and Australian Customs. 3.3. Contracts to supply product are not signed and dispatched until checked by appropriate person. 3.4. A copy of the full set of negotiable documents is checked to ensure that the terms and conditions are consistent with that agreed to. 3.5. A full set of negotiable documents is signed.
4. Inspect product	4.1. Product is inspected, when appropriate, against customer specification to ensure that it meets customer's requirements as well as those of AQIS and relevant state/territory food regulations. 4.2. Arrangements are made for product that does not meet agreed specifications to be held for re-direction to other uses/markets.
5. Manage records	5.1. ***Records*** of all communications with supplier and customer are maintained and filed against a contract number. 5.2. Records from receival point confirm that the correct product has been picked-up/delivered, product has been checked against manifest, the container number is consistent with that on the documentation and that the container's seal was still intact when delivered. 5.3. Records of inspections of product are maintained and type of product identification marks for traceability are recorded against contract number. 5.4. Records of import documentation are checked for completion before being filed against contract number. 5.5. Records of supplier/customer complaints are maintained and copies forwarded to the appropriate person for resolution.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• assessing seafood quality against a customer's specification
• computer literacy for:
  • electronic filing, records and communications
  • using internet for market research, ordering and monitoring logistics
  • document production and spreadsheets
• developing and maintaining a networking relationship with a range of suppliers
• maintaining records of seafood inspections, transactions and communications with supplier
• researching marketing information
• negotiating price and sales arrangements
• using culturally appropriate communication to establish and maintain relationships with suppliers.
 	
Literacy skills used for:
• completing complex forms
• corresponding in writing
• identifying and tracing product
• preparing detailed specifications and contracts to supply and purchase product
• reading enterprise import procedures.
 	
Numeracy skills used for:
• calculating gross margins, percentage mark-ups and discounts
• calculating foreign exchange rates and currency
• manipulating exchange rate currency variables, buying and selling margins to maintain profit margins.

Required knowledge
• buying systems used by suppliers • AQIS regulatory requirements associated with importing seafood • enterprise import procedures • international banking procedures • market intelligence for the species, such as degree of demand, prices, supply

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REQUIRED SKILLS AND KNOWLEDGE

conditions and seasonality
• product knowledge, such as species recognition, quality, potential food safety hazards and specifications
• techniques used in business to:
  • establish and maintain networks
  • negotiate supply arrangements and seafood prices.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • negotiate, arrange and undertake the purchase and sale of imported product that meets both the needs of the supplier and customer as to price, species, specifications and time of delivery, as well as meeting AQIS and other food safety requirements, and at a profit. Assessment must confirm knowledge of: • AQIS requirements for importing seafood • food safety requirements imported product • species likely to be in demand in Australia • species suitable for import into Australia.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • a full set of negotiable documents • access to: • cold storage facilities

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EVIDENCE GUIDE	
	• AQIS office • seafood processing facilities • NATA-certified testing laboratory • central fish markets • product specifications • product to be inspected • samples of contract to purchase • samples of contract to supply • temperature recording devices.
Method of assessment	The following assessment methods are suggested: • portfolios containing correspondence or records of discussion with customers and suppliers • preparation of a full set of negotiable documents.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms
	• biosecurity, translocation and quarantine
	• AQIS and other import requirements
	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting

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RANGE STATEMENT	
	• disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions, and other compliance requirements, including: • Australian Exclusive Economic Zone • international treaties and agreements • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • imports quarantine and inspection, and importing approved arrangements for AQIS, Australian Customs Service (ACS) and Biosecurity Australia (BA) • occupational health and safety (OHS) hazard identification, risk assessment and control • product quality assurance • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and

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RANGE STATEMENT	
	maintenance • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
Communication may include:	• email • face to face • facsimile • letter • telephone and SMS.
Product and market knowledge may include:	• AQIS requirements • assessment of spoilage defects and parasites • Australian Food Standards Code • correct marketing name • harvest or fishing area • local and overseas market situation • potential food safety hazards • presentation of product • prohibited species • saleability of product • seasonality • shelf life of fresh and frozen product • species' scientific name.

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RANGE STATEMENT	
Specifications may include:	• delivery point • fresh and frozen, dried, live, salted and pickled seafood • gross weight or net weight • mode of transport • packaging • product form • quality • species • time of delivery • weight grade, count grade and grade code.
Documentation may include:	• contract to purchase • contract to supply • enterprise product testing/quality forms • import documentation in compliance with AQIS requirements.
Records may include:	• manual/paper file • computer/computer storage.

Unit Sector(s)

Unit sector	Seafood sales and distribution

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFIDIVE309A Work effectively as a diver in the seafood industry

Modification History

Release	TP Version	Comment
1	SFI11v2	Initial release. Supersedes and is not equivalent to *SFIDIVE301B Work effectively as a diver in the seafood industry*

Unit Descriptor

This unit of competency covers the basic knowledge and skills relating to dive industry structures, diving principles and diving occupational health and safety (OHS) practices that an individual needs to work effectively as an occupational diver in the seafood industry, including public aquaria and other live holding facilities.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Completion of this and other diving units may lead to further accreditation in occupational diving by industry and/or regulatory authorities. Check with the relevant industry or regulatory body for specific requirements.

All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, maritime and occupational diver codes of practice and procedures and ***ecologically sustainable development*** (***ESD***) ***principles***.

Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

HLTFA311A Apply first aid

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of the roles of industry, government bodies and qualifications for diving operations	1.1. ***Roles*** of a diver in the seafood industry and diving ***qualifications*** are understood and complied with 1.2. The roles of industry, government bodies and various diving qualifications relating to diving work are identified and applied to diving work
2. Apply anatomy, diving physics and physiology principles when performing dives	2.1. The relationship between the pressure, volume and temperatures of gas, and the implications of this relationship for the ***physical condition*** of divers, are understood and ***applied*** to diving work 2.2. Partial pressure, solubility of gases, the behaviour of light and sound under water and buoyancy principles are understood and applied to diving work
3. Follow OHS procedures in diving operations	3.1. Guidelines and regulatory requirements for OHS in diving operations are understood and complied with 3.2. The needs of a diving casualty are ***identified*** and the correct procedures are applied

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

Required skills include:
• assessing and establishing the needs of a diving casualty
• assisting in the treatment of diving-related health conditions and illnesses
• calculating:
  • volume changes with changing depths and pressures
  • pressure changes with changes in temperature
  • partial pressure of gases at different depths
  • buoyancies of various objects at different depths
• complying with any relevant codes of practice and OHS regulatory requirements
• complying with the general requirements of Australian standards for diving
• providing first aid to a diving casualty
• literacy skills to:
  • follow dive tables
  • read diving information and instruments
• numeracy skills to make calculations for diving operations

Required knowledge

Required knowledge includes:
• industry and government bodies associated with diving
• principles relating to:
  • buoyancy (Archimedes' Principle)
  • the partial pressure of gases (Dalton's Law)
  • the relationship between pressure and temperature (Charles' Laws)
  • the relationship between pressure and volume (Boyle's Law)
  • the solubility of gases (Henry's Law)
• procedures relating to maintaining the health and safety of the individual and others
• reciprocal recognition arrangements of dive standards with other countries
• advantages and limitations of the use of one hundred per cent oxygen in managing diving illnesses
• atmospheric, hydrostatic, absolute, ambient and gauge pressures
• Australian standards relating to diving, such as AS/NZ 2299.1:2007 Occupational diving operations - Standard operational practice and AS 2815 series - Training and certification of occupational divers
• different effects of saltwater and freshwater on buoyancy

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REQUIRED SKILLS AND KNOWLEDGE
• equipment used to compensate for buoyancy changes • equipment used to compensate for light and sound effects under water • hazards other than those directly related to diving that may affect divers • obligations, responsibilities and required health status for accreditation as an occupational diver • positive, negative and neutral buoyancy • recreational dive-industry qualifications relating to occupational diving • statutory requirements for OHS in diving operations • the Australian Diver Accreditation Scheme (ADAS) • the behaviour of light and sound under water and their effect on divers • the effect on divers of partial pressure and solubility of gases • the effect on divers of pressure, volume and temperature changes • the need for decompression as it relates to partial pressure and solubility of gases • the relationship between the ADAS and diver-training establishments • the use and effect of nitrox in surface-orientated diving operations using self-contained underwater breathing apparatus (SCUBA)

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • assess the needs of a diving casualty and provide first aid as required • assist in the treatment of diving-related health conditions and illnesses • complete calculations accurately relating to depth, pressure, temperature, gases and buoyancy • comply with regulations and industry standards relating to occupational diving • follow OHS requirements for diving operations

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EVIDENCE GUIDE	
	Assessment must confirm knowledge of: • first aid principles as they relate to diving-related conditions, illnesses and accidents • hazards associated with diving • regulations, Australian standards and industry standards related to diving • the advantages and limitations of the use of gases • the laws and principles relating to depth, pressure, temperature, gases and buoyancy • the statutory requirements for OHS in diving operations • the use and effect of gases
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • current first aid manuals • manuals relating to the various regulations and codes of practice • relevant diving equipment • suitable dive sites
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing
Guidance information for assessment	This unit may be assessed holistically with other diving units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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

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RANGE STATEMENT	
regional contexts) may also be included.	
Relevant government regulations*, *licensing and other compliance requirements may include:	• business or workplace operations, policies and practices • ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control
OHS guidelines may include:	• appropriate workplace provision of first aid kits • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff and contractors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques • safe systems and procedures for outdoor work, including protection from solar radiation, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE
ESD principles may include:	• improving energy efficiency • increasing use of renewable, recyclable and recoverable resource

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RANGE STATEMENT	
	• managing environmental hazard identification, risk assessment and control • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources
PPE may include:	• buoyancy vest or personal floatation device (PFD) • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • sun protection (e.g. sun hat, sunscreen and sunglasses)
Roles may include:	• act as standby • supervise other divers • support aquaculture operations • support vessel maintenance • support wild catch fishing operations, including ornamental species • undertake cleaning and maintenance of aquaculture or holding facilities, including public aquaria
Qualifications may include:	• ADAS • industry • recreational

Physical condition may include:	• bite
	• decompression sickness and predisposing factors
	• hyperventilation
	• hypothermia
	• lung or eardrum barotrauma
	• near drowning, drowning and saltwater fever
	• poisoning and toxicity:
	  • carbon monoxide
	  • carbon dioxide
	  • oxygen

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RANGE STATEMENT	
	• stings and wounds inflicted by marine animals • shocks from bleeding • squeezes
Applied may include:	• Archimedes' Principle • Boyle's Law • Charles' Laws • Dalton's Law • Henry's Law • calculations
Identified may include:	• advised by a third party • directly

Unit Sector(s)

Diving operations

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SFIDIVE310A Perform diving operations using SSBA

Modification History

Release	TP Version	Comment
1	SFI11v2	Initial release. Supersedes and is not equivalent to *SFIDIVE302B Perform diving operations using surface-supplied breathing apparatus*

Unit Descriptor

This unit of competency involves pre-dive preparations for occupational diving operations, undertaking occupational diving to a maximum depth of 30 metres using surface-supplied breathing apparatus (SSBA) and completing occupational post-dive activities in the seafood industry, including public aquaria and other live holding facilities.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Completion of this and other diving units may lead to further accreditation in occupational diving by industry and/or regulatory authorities. Check with the relevant industry or regulatory body for specific requirements.

All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***maritime and occupational diver codes of practice and*** procedures and ***ecologically sustainable development*** (***ESD***) ***principles***.

Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

HLTFA311A Apply first aid

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for diving operations using SSBA	1.1. ***Equipment*** is checked and prepared for a SSBA diving ***operation*** and defective equipment is marked and removed from service by the person in charge of the ***diving operation*** 1.2. PPE and diving equipment appropriate to the type and duration of the dive are donned in the correct sequence 1.3. Before the dive, all surface-supply equipment is connected and checked for correct function line-up and readiness 1.4. Before the dive, the reserve air-supply equipment is connected and checked for correct function and readiness 1.5. A dive plan is prepared, all equipment to be used is checked, necessary ***tools*** selected, a risk assessment conducted and the dive recorded by the person in charge of the diving operation
2. Perform underwater diving operations using SSBA	2.1. Open-water diving operations to a maximum depth of 30 metres are undertaken using SSBA according to accepted industry occupational ***diving guidelines***

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Correct ***decompression procedures*** are followed 2.3. Diver's tender duties are undertaken in an SSBA diving operation according to accepted industry occupational diving guidelines 2.4. Effective ***communication*** is established and maintained 2.5. SSBA is operated whilst divers are in the water
3. Maintain effective work relationships within a dive team	3.1. Effective ***work relationships*** are established and maintained within the dive team 3.2. Effective teamwork is carried out and maintained 3.3. Routine instructions are followed
4. Complete activities after SSBA dive	4.1. On completion of the SSBA diving operation, PPE and diving equipment are removed 4.2. Post-dive equipment checks are carried out 4.3. Equipment is decontaminated, cleaned and stored

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

Required skills include:
• carrying out post-dive equipment checks
• checking and preparing equipment for an SSBA diving operation
• decontaminating, cleaning and storing all equipment
• dressing correctly for the type and duration of the diving operation prior to entering the water
• diving in open water to a maximum depth of 30 metres using SSBA and:
  • appropriate operational techniques for the prevailing conditions
  • correct breathing techniques for the duration of the dive
  • correct techniques and rates for descent and ascent
• entering and exiting the water under various situations
• establishing and maintaining effective communication using:
  • correct voice procedures and the phonetic alphabet
  • hand and line signals

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REQUIRED SKILLS AND KNOWLEDGE

• voice communication systems
• operating SSBA at pre-dive stage and checking all related equipment
• operating SSBA with divers in the water
• preparing a dive plan, checklist and risk assessment
• providing tender duties to another diver by:
  • assisting diver safely into and out of the water
  • conforming to operational procedures in dealing with diver's umbilical
  • monitoring diver's equipment and condition
• undressing correctly on completion of an SSBA diving operation
• using correct decompression procedures
• literacy skills to:
  • complete 'dive accident medical information' forms
  • follow an emergency action plan
  • keep records
  • read dive tables
  • read diver's first aid literature
  • read regulations and industry guidelines
• numeracy skills to:
  • make calculations involving pressure, volume and temperature relationships
  • use decompression information

Required knowledge
Required knowledge includes: • common equipment faults and consequences of incorrect use • correct dressing and undressing sequence for SSBA • decompression principles, tables and procedures • diving physiology principles and appropriate medicine for SSBA diving operations • function and operating method of each item used in an SSBA diving operation • function and regulation of main and reserve air supplies • legal and regulatory procedures and requirements • methods to enter and exit the water • minimum equipment required for an SSBA diving operation • possible hazards associated with an SSBA diving operation and precautions to reduce risk • pressure values for different depths and awareness of pneumofathometer • principles of underwater communication systems • testing, connection and maintenance procedures for SSBA • various SSBA configurations and their key features

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to:
	• carry out post-dive equipment checks
	• complete pre-dive preparations for occupational diving operations
	• dress correctly for diving operations and undress correctly at completion of a dive
	• operate SSBA at pre-dive stage and while in the water
	• perform tender duties for a diver
	• undertake a dive in open water to a maximum depth of 30 metres using SSBA
	• use decompression principles, tables and procedures
	• use, maintain and store equipment, including:
	  • breathing apparatus - demand type (band mask and helmet) and free-flow type
	  • buoyancy compensator
	  • depth-measuring instruments
	  • dive computer
	  • diver's clothing
	  • diving watch
	  • gauges
	  • main and reserve air supplies
	  • safety harness
	  • shot-line
	  • surface-supply panel
	  • umbilicals
	  • weights, fins and masks
	
	Assessment must confirm knowledge of:
	• anatomy, diving physics and physiology principles
	• diving equipment operating procedures

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EVIDENCE GUIDE	
	• diving-related medical conditions and their treatments • hazards associated with SSBA diving operations • pre-dive and post-dive procedures
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • suitable diving environment • diving equipment for SSBA diving operations as listed in the range of variables
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • written or oral short-answer testing • practical exercises • project work
Guidance information for assessment	This unit may be assessed holistically with other diving units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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RANGE STATEMENT	
Relevant government regulations*, *licensing and other compliance requirements may include:	• business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control
OHS guidelines may include:	• appropriate workplace provision of first aid kits • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff and contractors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques • safe systems and procedures for outdoor work, including protection from solar radiation, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE
ESD principles may include:	• improving energy efficiency • increasing use of renewable, recyclable and recoverable resource • managing environmental hazard identification, risk assessment and control • protecting native and protected flora and

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RANGE STATEMENT	
	fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources

PPE may include:	• buoyancy vest or personal floatation device (PFD)
	• personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB)
	• sun protection (e.g. sun hat, sunscreen and sunglasses)
	• exposure suits:
	  • dry
	  • warmed
	  • wet

Equipment may include:	• breathing apparatus:
	  • demand type (e.g. band mask and helmet)
	  • free-flow type
	• buoyancy compensator
	• communication systems:
	  • power supply
	  • tape recorders and tapes
	  • tools
	  • topside and diver
	• catch bags
	• depth-measuring instruments
	• dive computer
	• diver's suits or clothing, wet, dry or warmed
	• diving watch
	• gauges
	• main and reserve air supplies
	• safety and emergency:
	  • bail out bottle
	  • first aid
	  • oxygen
	  • spare air

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RANGE STATEMENT	
	• safety harness • self-contained underwater breathing apparatus (SCUBA) • shot-line • SSBA • surface-supply compressor unit • surface-supply panel • umbilicals • weights, fins and masks

Operation may include:	• cleaning and maintaining display tanks
	• collecting aquatic animals:
	  • abalone
	  • beche-de-mer
	  • broodstock or seedstock
	  • crayfish, lobsters and crabs
	  • ornamental fish, live, rock, corals and other invertebrate
	  • other molluscs
	  • pearls
	  • sea urchins and sponges
	  • seaweed or aquatic plants
	• collecting dead stock
	• collecting environmental water samples
	• eradicating or releasing predators
	• from a beach
	• from a jetty
	• from a vessel
	• installing, servicing and maintaining ponds, farm environment, cages and associated equipment
	• retrieving lost tools and equipment
	• tending aquaculture animals

Diving operation may include:	• single person dive • team dive
Tools may include:	• cleaning tools • cold chisels • files • hacksaws • hammers • harvest tools

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RANGE STATEMENT	
	• imaging equipment and water quality testing • knives • netting needles and twine • open and ring spanners • screwdrivers • shackle spanners • shifting spanners
Diving guidelines may include:	• Australian Dive Accreditation System (ADAS) • Australian occupational dive standards • codes of practice • OHS codes of practice and regulations • other regulations relevant to the type of diving operation and area of activity • recreational dive industry standards
Decompression procedures may include:	• altitude restrictions • ascent rate • decompression restrictions • emergency • flight time exclusion • repetitive group • safety stops • surface interval
Communication may include:	• hand signals • lifeline signals • slate • voice
Work relationships may include:	• other divers • surface support team • vessel crew

Unit Sector(s)

Diving operations

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SFIDIVE311A Perform diving operations using SCUBA

Modification History

Release	TP Version	Comment
1	SFI11v2	Initial release. Supersedes and is not equivalent to *SFIDIVE303B Perform diving operations using self-contained underwater breathing apparatus*

Unit Descriptor

This unit of competency involves pre-dive preparations for occupational diving operations, undertaking occupational diving to a maximum depth of 30 metres using self-contained underwater breathing apparatus (SCUBA) and completing occupational post-dive activities in the seafood industry, including public aquaria and other live holding facilities.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Completion of this and other diving units may lead to further accreditation in occupational diving by industry and/or regulatory authorities. Check with the relevant industry or regulatory body for specific requirements.

All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, maritime and occupational diver codes of practice and procedures and ***ecologically sustainable development*** (***ESD***) ***principles***.

Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

HLTFA311A Apply first aid

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for diving operations using SCUBA	1.1. ***Equipment*** is checked and prepared for a SCUBA diving ***operation*** and defective equipment is marked and removed from service by the person in charge of the ***diving operation*** 1.2. PPE and diving equipment appropriate to the type and duration of the dive are donned in the correct sequence 1.3. A dive plan is prepared, the necessary ***tools*** selected, a risk assessment conducted and the dive recorded by the person in charge of the diving operation
2. Perform open-water diving operations using SCUBA	2.1. Open-water diving operations to a maximum depth of 30 metres are undertaken using SCUBA according to accepted industry occupational ***diving guidelines*** 2.2. ***Decompression procedures*** are followed 2.3. Diver's tender duties are undertaken in a SCUBA operation according to accepted industry occupational diving guidelines 2.4. Effective ***communication*** is established and maintained

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ELEMENT	PERFORMANCE CRITERIA
3. Maintain an effective work relationship in a dive team	3.1. Effective ***work relationships*** are established and maintained with the dive team 3.2. Effective teamwork is carried out and maintained 3.3. Routine instructions are followed
4. Complete activities after SCUBA dive	4.1. On completion of the diving operation PPE and diving equipment are removed 4.2. Post-dive equipment checks are carried out 4.3. Equipment is decontaminated, cleaned and stored

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- assisting another diver to undress whilst following the correct procedures
- carrying out post-dive equipment checks
- checking and preparing equipment for a SCUBA diving operation
- decontaminating and cleaning all equipment and storing it correctly
- diving in open water to a maximum depth of 30 metres using SCUBA and:
  - appropriate operational techniques for the prevailing conditions
  - correct breathing techniques for the duration of the dive
  - correct techniques and rates for descent and ascent
- dressing correctly for the type and duration of the diving operation prior to entering the water
- entering and exiting the water under various situations
- establishing and maintaining effective communication using:
  - hand and line signals
  - voice communication systems
  - correct voice procedures and the phonetic alphabet
- preparing a dive plan checklist and risk assessment
- providing tender duties to another diver by:
  - assisting diver safely into and out of the water
  - monitoring diver's equipment and condition
- undressing correctly on completion of a SCUBA diving operation

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REQUIRED SKILLS AND KNOWLEDGE

• using correct decompression procedures
• literacy skills to:
  • complete 'dive accident medical information' forms
  • follow an emergency action plan
  • keep records
  • read dive tables
  • read regulations and industry guidelines
  • read the diver's first aid literature
• numeracy skills to:
  • make calculations involving pressure, volume and temperature relationships
  • use decompression information while underwater

Required knowledge
Required knowledge includes: • common equipment faults and consequences of incorrect equipment use • correct dressing and undressing sequence for equipment used in a SCUBA diving operation • decompression principles, tables and procedures • diving physiology principles and appropriate medicine for SCUBA diving operations • function and operating method of each item used in a SCUBA diving operation • function and regulation of main and reserve air supplies • legal and regulatory procedures and requirements • methods to enter and exit the water • minimum equipment required for a SCUBA diving operation • possible hazards associated with a SCUBA diving operation and precautions to reduce risk • pressure values for different depths and awareness of pneumofathometer • principles of underwater communication systems • testing, connection and maintenance procedures for SCUBA • various SCUBA configurations and key features

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to:
	• carry out post-dive equipment checks
	• complete pre-dive preparations for occupational diving operations
	• dress correctly for SCUBA diving operations and undress correctly at completion of a dive
	• maintain and store equipment correctly
	• operate SCUBA while in the water
	• perform tender duties for a diver
	• undertake a dive in open water to a maximum depth of 30 metres using SCUBA
	• use decompression principles, tables and procedures
	• use:
	  • communication systems
	  • depth-measuring instruments
	  • diver's clothing
	  • diving watch
	  • gauges
	  • main and reserve air supplies
	  • umbilicals
	  • weights, fins and masks
	
	Assessment must confirm knowledge of:
	• anatomy, diving physics and physiology principles
	• diving equipment operating procedures
	• hazards associated with SCUBA diving operations
	• diving-related medical conditions and their treatments
	• pre-dive and post-dive procedures

Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • diving equipment for SCUBA diving operations as listed in the range of variables

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EVIDENCE GUIDE	
	• suitable diving environment
Method of assessment	The following assessment methods are suggested: • observation of open-water practical demonstration • practical exercises • written or oral short-answer testing
Guidance information for assessment	This unit may be assessed holistically with other diving units

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control
OHS guidelines may include:	• appropriate workplace provision of first aid kits • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures

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RANGE STATEMENT	
	• induction or training of staff and contractors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques • safe systems and procedures for outdoor work, including protection from solar radiation, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE
ESD principles may include:	• improving energy efficiency • increasing use of renewable, recyclable and recoverable resource • managing environmental hazard identification, risk assessment and control • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources

PPE may include:	• buoyancy vest or personal floatation device (PFD)
	• personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB)
	• sun protection (e.g. sun hat, sunscreen and sunglasses)
	• exposure suits:
	  • dry
	  • warmed
	  • wet

Equipment may include:	• catch bags

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RANGE STATEMENT	

	• communication systems:
	  • power supply
	  • tape recorders and tapes
	  • tools
	  • topside and diver
	• breathing apparatus:
	  • demand type (e.g. band mask and helmet)
	  • free-flow type
	• buoyancy compensator
	• depth-measuring instruments
	• dive computer
	• diver's suits or clothing, wet, dry or warmed
	• diving watch
	• gauges
	• main and reserve air supplies
	• safety harness
	• safety and emergency:
	  • first aid
	  • oxygen
	  • bail out bottle
	  • spare air
	• SCUBA
	• shot-line
	• surface-supplied breathing apparatus (SSBA)
	• surface-supply compressor unit
	• surface-supply panel
	• umbilicals
	• weights, fins and masks

Operation may include:	• cleaning and maintaining display tanks
	• collecting aquatic animals:
	  • abalone
	  • beche-de-mer
	  • broodstock or seedstock
	  • crayfish, lobsters and crabs
	  • ornamental fish, live, rock, corals and other invertebrate
	  • other molluscs
	  • pearls
	  • sea urchins and sponges

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RANGE STATEMENT	
	• seaweed or aquatic plants • collecting dead stock • collecting environmental water samples • eradicating or releasing predators • from a beach • from a jetty • from a vessel • installing, servicing and maintaining ponds, farm environment, cages and associated equipment • retrieving lost tools and equipment • tending aquaculture animals
Diving operation may include:	• single person dive • team dive
Tools may include:	• cold chisels • files • hacksaws • hammers • knives • netting needles or twine • open and ring spanners • screwdrivers • shackle spanners • shifting spanners
Diving guidelines may include:	• ADAS • Australian occupational dive standards • codes of practice • OHS codes of practice and regulations • other regulations relevant to the type of diving operation and area of activity
Decompression procedures may include:	• ascent rate • flight time exclusion • repetitive group • safety stops • surface interval
Communication may include:	• hand signals • lifeline signals • slate • voice

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RANGE STATEMENT	
Work relationships may include:	• other divers • surface support team • vessel crew

Unit Sector(s)

Diving operations

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SFIDIVE312A Undertake emergency procedures in diving operations using SSBA

Modification History

Release	TP Version	Comment
1	SFI11v2	Initial release. Supersedes and is not equivalent to *SFIDIVE304B Undertake emergency procedures in diving operations using surface-supplied breathing apparatus*

Unit Descriptor

This unit of competency involves acting as a surface and in-water standby diver, providing assistance in an emergency situation and performing a self-rescue ascent during occupational diving operations using surface-supplied breathing apparatus (SSBA).

Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Completion of this and other diving units may lead to further accreditation in occupational diving by industry and/or regulatory authorities. Check with the relevant industry or regulatory body for specific requirements.

All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, and maritime and occupational diver codes of practice and procedures

Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

HLTFA311A Apply first aid

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Perform surface standby-diver activities for divers using SSBA	1.1. Surface standby-diver activities during ***operations*** conform to appropriate emergency/rescue procedures, according to the ***equipment*** used 1.2. A state of readiness to ensure prompt action in the event of an ***emergency*** is maintained at all times
2. Perform in-water standby-diver activities using SSBA	2.1. In-water standby-diver activities during operation conform to appropriate emergency/rescue procedures, according to the equipment used 2.2. ***Communication*** lines are maintained with the surface team to ensure all necessary rescue action is undertaken
3. Employ correct techniques for emergency situations when using SSBA	3.1. ***Assistance*** is given in the recovery of an unconscious or injured diver from the surface to dry land or the deck of a dive platform in a manner that prevents further injury 3.2. ***Ascent*** in an emergency situation is managed by controlling buoyancy, while identifying an emergency situation where ***shedding weights*** may be necessary

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

Required skills include:
• applying emergency first aid procedures
• applying emergency/rescue procedures according to the situation
• dressing appropriately for standby-diver duties and maintaining a state of readiness
• free ascending correctly, completing proper drills during ascent and on the surface
• giving expired-air resuscitation to a surfaced diver while in the water
• maintaining communication with diver's tender and following instructions
• recovering a diver in distress to the surface
• using a safety line to locate a diver in distress
• literacy skills to:
  • complete 'dive accident medical information' forms
  • follow an emergency action plan
  • keep records
  • read dive tables
  • read diver's first aid literature
  • read regulations and industry guidelines
• numeracy skills to:
  • make calculations involving pressure, volume and temperature relationships
  • use decompression information while underwater

Required knowledge
Required knowledge includes: • effective methods to handle a range of physical emergencies • emergencies that may occur during diving operations in the seafood and ornamental/aquarium industry • free-ascent practices and associated dangers and limitations • need for and limitations of shedding weights in particular emergency situations • procedures related to the use of equipment in relation to identified emergencies • risk of hyperthermia or hypothermia when fully dressed as a standby diver • suit inflation and buoyancy compensator inflation procedures • treatment of medical emergencies

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to:
	• apply emergency/rescue procedures to:
	  • conscious diver
	  • unconscious diver
	• communicate and follow instructions
	• free ascend correctly and safely
	• perform standby-diver duties
	• recover a distressed diver and apply first aid
	• undertake in-water surface resuscitation
	
	Assessment must confirm knowledge of:
	• hyperthermia and hypothermia
	• inflation procedures and free-ascent practices
	• physical emergency procedures
	• shedding weights in emergency situations
	• treatment of medical emergencies

Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • diving equipment for SSBA diving operations as listed in the range of variables • suitable diving environment
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • written or oral short-answer testing

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EVIDENCE GUIDE	
Guidance information for assessment	This unit may be assessed holistically with other diving units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • maritime and occupational diving operations, safety at sea • OHS hazard identification, risk assessment and control
OHS guidelines may include:	• appropriate workplace provision of first aid kits • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe systems and procedures for outdoor work, including protection from solar radiation, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage

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RANGE STATEMENT	
	of PPE
PPE may include.	• buoyancy vest or personal floatation device (PFD) • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • sun protection (e.g. sun hat, sunscreen and sunglasses)

Operations may include:	• cleaning and maintaining display tanks
	• collecting aquatic animals:
	  • abalone
	  • beche-de-mer
	  • broodstock or seedstock
	  • crayfish, lobsters and crabs
	  • ornamental fish, live, rock, corals and other invertebrate
	  • other molluscs
	  • pearls
	  • sea urchins and sponges
	  • seaweed or aquatic plants
	• collecting dead stock
	• collecting environmental water samples
	• eradicating or releasing predators
	• from a beach
	• from a jetty
	• from a vessel
	• installing, servicing and maintaining ponds, farm environment, cages and associated equipment
	• retrieving lost tools and equipment
	• tending aquaculture animals

Equipment may include:	• catch bags
	• communication systems:
	  • topside and diver
	  • power supply
	  • tape recorders and tapes
	  • tools
	• breathing apparatus:
	  • demand type (band mask and helmet)

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RANGE STATEMENT	

	• free-flow type
	• buoyancy compensator
	• depth-measuring instruments
	• dive computer
	• diver's suits or clothing, wet, dry or warmed
	• diving watch
	• gauges
	• main and reserve air supplies
	• self-contained underwater breathing apparatus (SCUBA)
	• safety and emergency:
	  • first aid
	  • oxygen
	  • bail out bottle
	  • spare air
	• safety harness
	• shot-line
	• SSBA
	• surface-supply compressor unit
	• surface-supply panel
	• umbilicals
	• weights, fins and masks

Emergency may include:	• entanglement • entrapment • injury • malfunctioning equipment • medical • predator
Communication may include:	• hand signals • lifeline signals • slate • voice

Assistance may include:	• disentangle
	• in-water surface resuscitation
	• remove cause of entrapment
	• rescue:
	  • conscious diver
	  • unconscious diver

Ascent may include:	• buoyancy compensator

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RANGE STATEMENT	
	• lifeline • shedding weights • stage • underwater propulsion device • with or without air supply
Shedding weights may include:	• mid-water • seabed • surface

Unit Sector(s)

Diving operations

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SFIDIVE313A Undertake emergency procedures in diving operations using SCUBA

Modification History

Release	TP Version	Comment
1	SFI11v2	Initial release. Supersedes and is not equivalent to *SFIDIVE305B Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus*

Unit Descriptor

This unit of competency involves acting as a surface and in-water standby diver, providing assistance in an emergency situation and performing a self-rescue ascent during occupational diving operations using self-contained underwater breathing apparatus (SCUBA).

Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Completion of this and other diving units may lead to further accreditation in occupational diving by industry and/or regulatory authorities. Check with the relevant industry or regulatory body for specific requirements.

All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, and maritime and occupational diver codes of practice and procedures.

Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

HLTFA311A Apply first aid

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Perform surface standby-diver activities for divers using SCUBA	1.1. Surface standby-diver activities during ***operations*** conform to appropriate emergency/rescue procedures according to the ***equipment*** used 1.2. A state of readiness to ensure prompt action in the event of an ***emergency*** is maintained at all times
2. Perform in-water standby-diver activities using SCUBA	2.1. In-water standby-diver activities conform to appropriate emergency/rescue procedures according to the equipment used 2.2. ***Communication*** lines are maintained with the surface team to ensure all necessary rescue action is undertaken
3. Employ correct techniques for emergency situations when using SCUBA	3.1. ***Assistance*** is given in the recovery of an unconscious or injured diver from the surface to dry land or the deck of a dive platform in a manner that prevents further injury 3.2. ***Ascent*** in an emergency situation is managed by controlling buoyancy, while identifying an emergency situation where ***shedding weights*** may be necessary

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

Required skills include:
• applying emergency first aid procedures
• applying emergency/rescue procedures in accordance with the situation
• dressing appropriately for standby-diver duties and maintaining a state of readiness
• free ascending correctly completing proper drills during ascent and on the surface
• giving expired-air resuscitation to a surfaced diver while in the water
• maintaining communication with diver's tender and following instructions
• recovering a diver in distress to the surface
• using a safety line to locate a diver in distress
• literacy skills to:
  • complete 'dive accident medical information' forms
  • follow an emergency action plan
  • keep records
  • read dive tables
  • read diver's first aid literature
  • read regulations and industry guidelines
• numeracy skills to:
  • make calculations involving pressure, volume and temperature relationships
  • use decompression information while underwater

Required knowledge
Required knowledge includes: • effective methods to handle a range of physical emergencies • emergencies that may occur during diving operations in the seafood or ornamental/aquarium industry • free-ascent practices and associated dangers and limitations • need for and limitations of shedding weights in particular emergency situations • procedures related to the use of equipment in relation to identified emergencies • risk of hyperthermia or hypothermia when fully dressed as a standby diver • suit inflation and buoyancy compensator inflation procedures • treatment of medical emergencies

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to:
	• perform standby-diver duties
	• apply emergency/rescue procedures to:
	  • conscious diver
	  • unconscious diver
	• undertake in-water resuscitation
	• recover a distressed diver and apply first aid
	• free ascend correctly and safely
	• communicate and follow instructions
	
	Assessment must confirm knowledge of:
	• physical emergency procedures
	• treatment of medical emergencies
	• hyperthermia and hypothermia
	• shedding weights in emergency situations
	• inflation procedures and free-ascent practices

Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • suitable diving environment • diving equipment for SCUBA diving operations as listed in the range of variables
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • written or oral short-answer testing • practical exercises

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EVIDENCE GUIDE	
Guidance information for assessment	This unit may be assessed holistically with other diving units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • maritime and occupational diving operations, and safety at sea • OHS hazard identification, risk assessment and control
OHS guidelines may include:	• appropriate workplace provision of first aid kits • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe systems and procedures for outdoor work, including protection from solar radiation, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage

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RANGE STATEMENT	
	of PPE
PPE may include:	• buoyancy vest or personal floatation device (PFD) • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • sun protection (e.g. sun hat, sunscreen and sunglasses)

Operations may include:	• cleaning and maintaining display tanks
	• collecting aquatic animals:
	  • abalone
	  • beche-de-mer
	  • broodstock or seedstock
	  • crayfish, lobsters and crabs
	  • ornamental fish, live, rock, corals and other invertebrate
	  • other molluscs
	  • pearls
	  • sea urchins and sponges
	  • seaweed or aquatic plants
	• collecting dead stock
	• collecting environmental water samples
	• eradicating or releasing predators
	• from a beach
	• from a jetty
	• from a vessel
	• installing, servicing and maintaining ponds, farm environment, cages and associated equipment
	• retrieving lost tools and equipment
	• tending aquaculture animals

Equipment may include:	• breathing apparatus:
	  • demand type (e.g. band mask and helmet)
	  • free-flow type
	• buoyancy compensator
	• catch bags
	• communication systems:
	  • topside and diver
	  • power supply

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RANGE STATEMENT	
	• tape recorders and tapes • depth-measuring instruments • diver's clothing • diving watch • gauges • knives • main and reserve air supplies • safety harness • shot-line • weights, fins and masks
Emergency may include:	• entanglement • entrapment • injury • malfunctioning equipment • medical • predator
Communication may include:	• hand signals • lifeline signals • slate • voice

Assistance may include:	• disentangle
	• in-water surface resuscitation
	• remove cause of entrapment
	• rescue:
	  • conscious diver
	  • unconscious diver

Ascent may include:	• buoyancy compensator • lifeline • shedding weights • stage • underwater propulsion device • with and without air supply
Shedding weights may include:	• mid-water • seabed • surface

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Unit Sector(s)

Diving operations

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SFIDIVE314A Perform compression chamber diving operations

Modification History

Release	TP Version	Comment
1	SFI11v2	Initial release. Supersedes and is not equivalent to *SFIDIVE306B Perform compression chamber diving operations*

Unit Descriptor

Unit descriptor	This unit of competency involves performing a compression chamber diving operation. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	Completion of this and other diving units may lead to further accreditation in occupational diving by industry and/or regulatory authorities. Check with the relevant industry or regulatory body for specific requirements. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, and maritime and occupational diver codes of practice and procedures. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

HLTFA311A Apply first aid

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply knowledge of compression chamber theory when using a chamber	1.1. The layout and functions of ***compression chambers*** are accurately identified 1.2. The uses and ***limitations*** of compression chambers are fully understood 1.3. ***Therapeutic tables*** are understood and employed when using a compression chamber
2. Perform a compression chamber dive to 50 metres	2.1. A compression chamber dive to 50 metres is undertaken using a built-in breathing system to breathe oxygen at a maximum depth of 10 metres 2.2. The effects of a high-pressure environment on dexterity and comprehension are understood, associated ***hazards*** identified and appropriate ***risk control*** measures taken

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Required skills include: • recognising symptoms and effects of nitrogen narcosis • performing post-dive cleaning and maintenance • performing simple comprehension or dexterity tests • preparing a chamber prior to a dive • undertaking a chamber dive to 50 metres using a built-in breathing system to breathe oxygen at a maximum depth of 10 metres • undertaking a psychological test at the surface and at 50 metres in a compression chamber • Literacy skills to perform comprehension or dexterity tests • numeracy skills to perform comprehension or dexterity tests
Required knowledge
Required knowledge includes: • layout, functions, uses and limitations of compression chambers • safety procedures in relation to compression chambers • symptoms and effects of nitrogen narcosis • the effects of physiological and environmental changes on a person in a compression chamber

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • undertake a chamber dive to 50 metres using a built-in breathing system • perform appropriate tests relevant to chamber dives

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EVIDENCE GUIDE	
	Assessment must confirm knowledge of: • compression chambers • nitrogen narcosis • safety procedures
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • compression chamber with built-in breathing system and other associated equipment • communication system
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • written or oral short-answer testing • practical exercises • project work
Guidance information for assessment	This unit may be assessed holistically with other diving units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • maritime and occupational diving operations, and safety at sea • OHS hazard identification, risk assessment and control

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RANGE STATEMENT	
OHS guidelines may include:	• appropriate workplace provision of first aid kits • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe systems and procedures for outdoor work, including protection from solar radiation, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE
PPE may include.	• buoyancy vest or personal floatation device (PFD) • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • sun protection (e.g. sun hat, sunscreen and sunglasses)
Compression chamber may include:	• single-lock • transportable • twin-lock

Limitations may include:	• equipment backup
	• gas supplies:
	  • oxygen
	  • air
	  • mixed gases
	• layout
	• size
	• transportability

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RANGE STATEMENT	
Therapeutic tables may include:	• Royal Navy • US Navy
Hazards may include:	• anxiety • claustrophobia • hallucinations • loss of dexterity • narcosis • overconfidence • panic • task fixation
Risk control may include:	• briefing • emergency procedures • qualified diver • supervisor

Unit Sector(s)

Diving operations

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SFIDIVE315A Perform underwater work in the aquaculture sector

Modification History

Release	TP Version	Comment
1	SFI11v2	Initial release. Supersedes and is not equivalent to *SFIDIVE307B Perform underwater work in the aquaculture sector*

Unit Descriptor

This unit of competency involves performing underwater dive work in the aquaculture sector of the seafood industry, including lifting and handling activities, using basic hand tools and undertaking maintenance on an aquaculture farm or holding/display facility.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Completion of this and other diving units may lead to further accreditation in occupational diving by industry and/or regulatory authorities. Check with the relevant industry or regulatory body for specific requirements.

All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, maritime and occupational diver codes of practice and procedures and ***ecologically sustainable development*** (***ESD***) ***principles***.

Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

HLTFA311A Apply first aid

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Enter and leave the water	1.1. Prevailing weather and water conditions are considered when assessing the safety of diving operations and a judgement is made on whether to continue the dive 1.2. Procedures when entering, during and leaving the water from the ***dive platform*** meet accepted ***guidelines*** and are in accordance with normal dive practices 1.3. Signals to the dive platform prior to descent and following ascent are conducted according to normal dive practices
2. Maintain ***culture or holding structures*** and associated equipment	2.1. Culture or holding structure is inspected, its condition assessed and any required action is decided and reported to the relevant supervisor 2.2. ***Associated equipment*** is inspected, its condition assessed and any required action decided and reported to the relevant supervisor 2.3. Appropriate maintenance is undertaken
3. Assist in lifting and	3.1. The limitations and suitability of winches with

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ELEMENT	PERFORMANCE CRITERIA
handling	hydraulic and air motors for use on the surface and under water are understood and applied 3.2. The correct signs and signals are used during winch operations 3.3. ***Lifting*** equipment and ropes of the correct type and safe working load are selected and rigged using the correct mechanical advantage for the load being lifted 3.4. Lifting bags are properly secured and used to raise an object and the load is restrained so that ascent is controlled 3.5. ***Slings***, ropes and lifting bags are inspected and maintained and pre- and post-dive checks on lifting devices are carried out
4. Use basic hand tools and auxiliary devices under water	4.1. A range of basic hand ***tools*** is used to complete simple tasks under water 4.2. ***Auxiliary devices*** are used in underwater operations safely 4.3. Tools are inspected for defects, maintained appropriately or set aside for repair, if necessary, and stored correctly after use
5. Apply underwater search and survey techniques	5.1. A range of underwater search and survey techniques is used to locate targeted items

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Required skills include: • assessing weather conditions for safe diving operations • attaching slings, ropes and other connection equipment • communicating with the diver's tender prior to entering the water, during the underwater work and on leaving the water • communicating with the supervisor to report problems with equipment • entering and leaving the water

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REQUIRED SKILLS AND KNOWLEDGE

• inspecting and maintaining aquaculture apparatus and associated equipment
• maintaining tools and auxiliary devices
• searching and surveying underwater
• signalling during lifting and handling activities
• using tools underwater
• literacy skills to:
  • follow dive tables
  • read diving information and instruments
• Numeracy skills to perform calculations for diving operations

Required knowledge
Required knowledge includes: • aquaculture apparatus and associated equipment • diving signals • enterprise auxiliary devices • lifting equipment used in the aquaculture sector, including its suitability and limitations • lifting signals • local weather and sea conditions • methods for entering and leaving the water • safe working loads and mechanical advantages • seafood species farmed in aquaculture or holding/display operations or facilities • tools used in the aquaculture or ornamental/aquarium industry sectors • underwater search and survey techniques

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • assess weather conditions before undertaking a dive • assist in lifting and handling activities • enter and leave the water according to standard dive

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EVIDENCE GUIDE	
	procedures • search and survey under water for targeted items • undertake harvesting and maintenance diver duties required on an aquaculture site • use basic tools and auxiliary equipment under water • use dive signals when communicating Assessment must confirm knowledge of: • diver communication systems • local climatic conditions • maintenance procedures on an aquaculture site • seafood species common to the enterprise or industry • search and survey techniques
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • suitable diving environment • diving equipment • aquaculture apparatus and associated equipment • tools used in the aquaculture sector • any relevant auxiliary devices
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • written or oral short-answer testing
Guidance information for assessment	This unit may be assessed holistically with other diving units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control
OHS guidelines may include:	• appropriate workplace provision of first aid kits • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff and contractors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques • safe systems and procedures for outdoor work, including protection from solar radiation, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE
ESD principles may include:	• improving energy efficiency • increasing use of renewable, recyclable and

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RANGE STATEMENT	
	recoverable resource • managing environmental hazard identification, risk assessment and control • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • preventing genetically modified organisms and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources
PPE may include:	• buoyancy vest or personal floatation device (PFD) • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • sun protection (e.g. sun hat, sunscreen and sunglasses)
Dive platform may include:	• holding cage or culture structure • jetty • platform • shore or beach • vessel
Guidelines may include:	• Australian standards • codes of practice • guidelines • OHS regulations

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RANGE STATEMENT	
	• other regulations
Culture or holding structures may include:	• cages, pontoons, enclosures and pens, including associated moorings, anchors, floats and markers • dams, ponds and pools • display tanks, aquaria and aquascapes • greenhouses, hothouses and igloos • grow out facilities, hatcheries and nurseries • harvesting swimways, canals or channels • live holding tanks, bins, cages and pens • longlines, posts, racks and rails, rafts, fences, socks, trays, sticks, baskets, modules, barrels, bags and panels • open, flow-through, closed and semi-closed systems • pest, predator and disease control structures • purging or depurating systems • tanks, raceways and recirculating systems • water supply and disposal or effluent systems, including pumps, pipes, canals, channels, settlement ponds and storage dams
Associated equipment may include:	• blowers, aerators, paddlewheels and aspirators • anchors and moorings • buoys • chains • clamps • floats • ropes and lines • shackles • weights
Lifting may include:	• air bag • block and tackle • boom • capstan • chain hoist • crane
Slings may include:	• multiple leg • pulley • single strop
Tools may include:	• cold chisel

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RANGE STATEMENT	
	• files • hacksaw • hammers • knives • netting needles • open and ring spanners • screwdrivers • shackle spanners • shifting spanners

Auxiliary devices may include:	• pressure cleaners
	• remotely operated vehicles
	• underwater propulsion devices:
	  • shark-proof cages
	  • underwater scooters

Unit Sector(s)

Diving operations

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SFIDIVE316A Perform underwater work in the wild catch sector

Modification History

Release	TP Version	Comment
1	SFI11v2	Initial release. Supersedes and is not equivalent to *SFIDIVE308B Perform underwater work in the wild catch sector*

Unit Descriptor

This unit of competency involves performing underwater dive work in the wild catch sector of the seafood industry, including lifting and handling activities, using basic hand tools and harvesting seafood and other aquatic products, including ornamental species. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Completion of this and other diving units may lead to further accreditation in occupational diving by industry and/or regulatory authorities. Check with the relevant industry or regulatory body for specific requirements.

All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, maritime and occupational diver codes of practice and procedures and ***ecologically sustainable development*** (***ESD***) ***principles***.

Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

HLTFA311A Apply first aid

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Enter and leave the water	1.1. Prevailing weather and water conditions are considered when assessing the safety of diving operations and a decision on whether to continue the dive is taken 1.2. Procedures when entering and leaving the water from the ***dive platform*** meet accepted ***diving guidelines*** and are in accordance with normal dive practices 1.3. Signals to the dive platform prior to descent and following ascent are conducted according to normal dive practices.
2. Identify and harvest underwater and land seafood catch	2.1. Targeted ***seafood and other aquatic products*** are identified and harvested ***legally*** and safely 2.2. Catch is handled in a way that maintains maximum quality, and according to enterprise and industry operating procedures 2.3. Catch is ***landed*** according to enterprise and industry operating procedures
3. Assist in lifting and handling	3.1. The limitations and suitability of winches with hydraulic and air motors for use on the surface and under water are understood and applied 3.2. The correct signs and signals are used during winch operations

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ELEMENT	PERFORMANCE CRITERIA
	3.3. ***Lifting*** equipment and ropes of the correct type and safe working load are selected and rigged, using the correct mechanical advantage for the load being lifted 3.4. Lifting bags are properly secured and used to raise an object and the load is restrained so that ascent is controlled 3.5. ***Slings***, ropes and lifting bags are inspected and maintained and pre- and post-dive checks on lifting devices are carried out
4. Use basic hand tools and auxiliary equipment underwater	4.1. A range of basic hand ***tools*** is used to complete simple tasks under water 4.2. ***Auxiliary equipment*** is used in underwater operations according to established safety standards and enterprise procedures 4.3. Tools are inspected for defects, maintained appropriately or set aside for repair, if necessary, and stored correctly after use
5. Apply underwater search and survey techniques	5.1. A range of underwater search and survey techniques is used to locate targeted items

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Required skills include: • assessing weather conditions for safe diving operations • attaching slings, ropes and other connection equipment • communicating with the diver's tender prior to entering the water, during the underwater work and on leaving the water • entering and leaving the water • handling and landing targeted seafood and other aquatic species • identifying and harvesting targeted seafood and other aquatic species • maintaining tools, propulsion devices and auxiliary equipment • searching and surveying underwater

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REQUIRED SKILLS AND KNOWLEDGE

• signalling during lifting and handling activities
• using auxiliary equipment underwater
• using tools underwater
• literacy skills to:
  • follow dive tables
  • read diving information and instruments
• numeracy skills to perform calculations for diving operations

Required knowledge
Required knowledge includes: • diving signals • lifting equipment used in the wild catch sector, including its suitability and limitations • lifting signals • local weather and sea conditions • methods for entering and leaving the water • quality procedures for handling and landing seafood and other aquatic products • safe working loads and mechanical advantages • targeted seafood species • tools used in the wild catch sector • underwater search and survey techniques • use of auxiliary equipment

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • assess weather conditions before undertaking a dive • assist in lifting and handling activities • enter and leave the water according to standard dive procedures • harvest and land targeted seafood and other aquatic

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EVIDENCE GUIDE	
	species • search and survey under water for targeted items • use basic tools and auxiliary equipment under water • use dive signals when communicating Assessment must confirm knowledge of: • common maintenance procedures • diver communication systems • local climatic conditions • seafood harvesting procedures • seafood species common to the enterprise or industry • search and survey techniques
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • diving equipment • fisheries legislation relating to harvesting • suitable diving environment • tools used in the wild catch sector • underwater auxiliary equipment
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • written or oral short-answer testing
Guidance information for assessment	This unit may be assessed holistically with other diving units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control
OHS guidelines may include:	• appropriate workplace provision of first aid kits • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff and contractors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques • safe systems and procedures for outdoor work, including protection from solar radiation, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE
ESD principles may include:	• improving energy efficiency • increasing use of renewable, recyclable and recoverable resource

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RANGE STATEMENT	
	• managing environmental hazard identification, risk assessment and control • managing sustainable fisheries or broodstock/seedstock collection requirements such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • preventing genetically modified organisms and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources
PPE may include:	• buoyancy vest or personal floatation device (PFD) • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • sun protection (e.g. sun hat, sunscreen and sunglasses)
Dive platform may include:	• holding cage or culture structure • jetty • platform • shore or beach • vessel
Diving guidelines may include:	• Australian standards • codes of practice • guidelines • OHS regulations • other regulations
Seafood and other aquatic products may include:	• aquatic reptiles and amphibians • crustaceans

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RANGE STATEMENT	
	• fish • molluscs • ornamental species and other invertebrate • sea urchins and sea cucumbers • seaweed and sponges and other aquatic plants

Legally may include:	• harvesting that may be constrained by state/ territory or commonwealth fisheries legislation covering:
	  • area
	  • method
	  • quota
	  • size
	  • species

Landed may include:	• by hand • catch bag • gaff • net
Lifting may include:	• air bag • block and tackle • boom • capstan • chain hoist • crane
Slings may include:	• multiple leg • pulley • single strop
Tools may include:	• cold chisels • files • hacksaws • hammers • knives • netting needles • open and ring spanners • screwdrivers • shackle spanners • shifting spanners
Auxiliary equipment may include:	• pressure cleaners • remotely operated vehicles • underwater propulsion devices:

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RANGE STATEMENT	
	• shark-proof cages • underwater scooters

Unit Sector(s)

Diving operations

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SFIEMS201B Participate in environmentally sustainable work practices

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves measuring current resource use effectively and carrying out improvements, including those that will reduce the negative environmental impacts of work practices. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices in the seafood industry. Most seafood enterprises are required to have an environmental management system. This unit can be used for training and assessing personnel in the implementation of that system. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify current resource use	1.1. Workplace ***environmental and resource efficiency*** issues are identified and conveyed to work team or supervisor. 1.2. Resources used in own work role are identified and ***potential for environmental improvement*** considered. 1.3. Current usage of resources is measured using ***appropriate techniques***, and data recorded and stored. 1.4. Workplace ***environmental hazards*** are identified and reported to appropriate personnel.
2. Comply with	2.1. Procedures are followed to ensure ***compliance*** with

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ELEMENT	PERFORMANCE CRITERIA
environmental regulations	relevant regulations. 2.2. Breaches or potential breaches of relevant regulations are reported to appropriate personnel.
3. Seek opportunities to improve resource efficiency	3.1. ***Enterprise plans*** to improve environmental practices and resource efficiency are followed. 3.2. ***Suggestions*** are made for improvements to workplace practices and resource efficiency.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating to clarify work requirements, suggest improvements to workplace practices and resource efficiency, and report compliance concerns to appropriate personnel • embracing changes to work practices that support environmental and resource efficiencies • innovation skills to identify potential improvements to work practices and resource efficiency • sharing information on environmental practices and resource efficiency with work team and/or supervisor • using technology to record and store measurement data on resource usage. **Literacy skills used for**: • interpreting data relating to resource usage • interpreting enterprise environmental policy and procedures. **Numeracy skills used for**: • recording resource usage measurement data.
Required knowledge
• basic environmental sustainability principles • environmental and resource hazards and risks associated with the seafood sector relevant to work area

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REQUIRED SKILLS AND KNOWLEDGE
• environmental laws, regulations and standards and why they are relevant to the work context and seafood industry • procedures and processes relevant to work area that support environmental and resource efficiencies • procedures for reporting environmental and resource hazards and risks, and environmental and resource efficiencies and inefficiencies.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • contribute to the enterprise environmental management system or plan within scope of work role • identify environmental hazards/risks and opportunities for improvements and inefficiencies in the workplace • record and store measurements of current resource use. Assessment must confirm knowledge of: • common environmental hazards and risks in work area and industry sector • enterprise environmental management system or plan and its application to own work role.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Assessment must relate to the individual's work area or area of responsibility.

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EVIDENCE GUIDE	
	Resources include: • access to appropriate workplace documentation and personnel • relevant legislation, standards and guidelines • reports from other parties involved in the process of identifying and implementing improvements.
Method of assessment	The following assessment methods are suggested: • interview • project (work or scenario based) • workplace documentation, such as recorded data of resource usage, and minutes or meeting notes showing contribution • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits

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RANGE STATEMENT	
	and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations, safety at sea and pollution control • occupational health and safety (OHS) hazard identification, risk assessment and control.
Environmental and resource efficiency issues may include:	• maximising opportunities to improve business environmental performance • minimising environmental risks • promoting more efficient production and consumption of natural resources (e.g. minimising waste by participating in or using a waste management system) • using resources efficiently, such as material usage, energy usage (e.g. seeking alternative sources of energy or energy conservation) or efficient water usage.
Potential for environmental improvement may include:	• applying animal welfare ethics and procedures • complying with environmental regulations for biosecurity and translocation of livestock and genetic material • controlling effluents, chemical residues, contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas

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RANGE STATEMENT	
	• reducing use of non-renewable resources • maintaining facility quarantine • using and recycling of water, and maintaining water quality.

Appropriate techniques may include:	• efficiency rating tables
	• examination of invoices from suppliers to compare per unit cost of product or service
	• examination of relevant information and data, for example:
	  • labelling of contents
	  • measurement of resource consumption under a range of conditions
	  • place of origin and manufacture.

Environmental hazards may include:	• by-catch • biosecurity and translocation of livestock and genetic material • excessive feeding • fish mortalities and organic waste • poorly maintained machinery and equipment • waste and debris (e.g. from netting and fishing tackle, oil and fuel containers).

Compliance may include meeting the requirements of:	• federal, state and territory environmental legislation, such as:
	  • Environment Protection and Biodiversity Conservation Act 1999
	  • Environment Protection and Biodiversity Conservation Regulations 2000
	• International Convention for the Prevention of Pollution from Ships (MARPOL)
	• local government by-laws and regulations, including regional land and water management plans
	• state and territory environmental protection authorities and agencies
	• third-party standards, such as the ISO 14000 series and those of the Marine Stewardship Council.

Enterprise plans may include:	• documented policies and procedures • environmental management system • work plans, including those relating to minimising waste, increasing the efficiency of

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RANGE STATEMENT	
	water use and improving water quality.
Suggestions may include ideas that help to:	• improve energy efficiency • increase the use of renewable, recyclable, re-usable and recoverable resources • maximise opportunities, such as the use of solar or other alternative forms of energy, where appropriate • prevent and minimise risks • reduce emissions of greenhouse gases.

Unit Sector(s)

Unit sector	Environment and sustainability

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIEMS301B Implement and monitor environmentally sustainable work practices

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves analysing the workplace in an effective manner in relation to environmentally sustainable work practices, and implementing improvements and monitoring their effectiveness. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices in the seafood industry, including the development of processes and tools All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Investigate current practices in relation to resource usage	1.1. ***Environmental regulations*** applying to the enterprise are identified and procedures for assessing ***compliance*** with regulations are evaluated for their effectiveness. 1.2. Information on the enterprise plan or system for environmental management and resource efficiency is collected, and where appropriate, provided to the work group. 1.3. Information from a range of ***sources*** is collected, analysed and organised to provide information/advice and tools/resources for improvement opportunities. 1.4. Current resource usage by members of the work group is measured and documented. 1.5. Current ***purchasing strategies*** are analysed, documented and opportunities for improvement

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ELEMENT	PERFORMANCE CRITERIA
	investigated. 1.6. Current ***work processes*** for accessing information and data to assist in identifying areas for improvement are analysed.
2. Set targets for improvements	2.1. Input is sought from ***stakeholders***, ***key personnel and specialists***. 2.2. External sources of information and data are accessed, as required. 2.3. Alternative solutions to workplace environmental issues are evaluated. 2.4. Efficiency targets are set.
3. Implement performance improvement strategies	3.1. ***Techniques and tools*** are sourced to assist in achieving efficiency targets. 3.2. Continuous improvement strategies are applied to own work area and ideas and possible solutions are communicated to the work group and management. 3.3. ***Environmental and resource efficiency improvement plans*** for own work group are integrated with other operational activities and implemented. 3.4. Team members are supervised and supported to identify possible work areas for improved practices and resource efficiency in work area. 3.5. ***Suggestions and ideas*** about environmental and resource efficiency management are sought from stakeholders and acted upon, where appropriate. 3.6. Costing strategies are implemented to fully value environmental assets.
4. Monitor performance	4.1. Tools and technology for evaluation and monitoring of environmental and resource efficiency performance are used and/or developed. 4.2. Efficiency outcomes are documented and reports on targets are communicated to key personnel and stakeholders. 4.3. Strategies and improvement plans are evaluated and new targets set, and new tools, technology and strategies investigated and applied. 4.4. Successful strategies are promoted and participants acknowledged.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysing environmental monitoring data, problems, devising solutions and reflecting on approaches taken
- change management skills
- communicating to:
  - answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency
  - consult with the work group, key personnel and specialists on implementation and improvements in environmental and resource efficiency
  - support information flow from stakeholders to the work group
- facilitation skills to work effectively with a team
- innovation skills to identify improvements, apply knowledge about resource use to organisational activities and to develop tools
- planning and organising to implement environmental and energy efficiency management policies and procedures relevant to own work area
- problem solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required
- using technology to:
  - maintain and store records, data and information
  - create graphs and charts to present data and information visually.

Literacy skills used for:

- comprehending documentation and interpreting environmental and energy efficiency requirements
- creating tools to measure and monitor improvements
- reporting in writing and orally on performance improvements

Numeracy skills used for:

- analysing data on organisational resource consumption and waste product volumes.

Required knowledge

- best practice approaches relevant to the seafood industry
- quality assurance systems relevant to the seafood industry
- environmental and resource efficiency issues specific to the seafood industry, such as:
  - by-catch

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REQUIRED SKILLS AND KNOWLEDGE
• catch and disposal monitoring of species, size and quantity • fuel and oil consumption • impact of urban and agricultural development on water quality • management and disposal of waste • marine ecology • strategic and emergency response to reduce environmental risks to livelihoods and natural resources, including the marine environment • standards, guidelines and approaches to environmental sustainability relevant to the seafood sector, such as: • ecological foot printing • ecologically sustainable development (ESD) frameworks • federal, state, territory and local government laws and regulations relating to environmental protection • global reporting initiative • ISO 14001:2007 Environmental management systems • life cycle analyses • product stewardship • regulated and voluntary strategies developed to manage fishery sustainability, including aquacultural production • triple bottom line reporting • strategies to maximise opportunities and minimise impacts relevant to the seafood industry • supply chain procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • implement and monitor management policies and procedures within an organisation relating to integrated environmental and resource efficiency

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EVIDENCE GUIDE

	• apply improved resource use approaches to own work area, and demonstrate appropriate outcomes. Assessment must confirm knowledge of: • external benchmarks, and why the choice of particular benchmarks has been made • environmental and resource efficiency issues specific to the seafood industry • standards, guidelines and approaches to environmental sustainability relevant to the seafood sector.
Context of and specific resources for assessment	Assessment is to be conducted in a work environment, or simulated environment. Assessment must relate to the individual's work area or area of responsibility. Resources must reflect the work context and may include: • access to appropriate workplace documentation and personnel • relevant legislation, standards and guidelines • reports from other parties involved in the process of identifying and implementing improvements.
Method of assessment	The following assessment methods are suggested: • reports of activities of work group in relation to measuring and developing strategies • work plans with documented benchmarks outlining approaches to improved practices.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations, safety at sea and pollution control • occupational health and safety (OHS) hazard identification, risk assessment and control.
Environmental regulations may include:	• Environment Protection and Biodiversity Conservation Act 1999 • Environment Protection and Biodiversity Conservation Regulations 2000 • federal, state and territory environmental legislation, including: • International Convention for the Prevention of Pollution from Ships (MARPOL) • local government by-laws and regulations, including regional land and water management plans • state and territory environmental protection authorities and agencies.
Compliance may include meeting the requirements of:	• environmental regulations • third-party standards, such as the ISO 14000 series and those of the Marine Stewardship Council.

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RANGE STATEMENT	
Sources may include:	• organisation specifications • regulatory sources • relevant stakeholders • resource use.
Purchasing strategies may include:	• influencing suppliers to adopt environmentally sustainable practices by, for example, using a preferred supplier status based on ratings for environmental performance.
Work processes may involve:	• assessment of quality of product • comparison with benchmark data • measurement of output, throughput and/or resource usage • observation.

Stakeholders, ***key personnel and specialists*** may include:	• individuals and groups, both inside and outside the organisation, that have some direct interest in the enterprise's conduct, actions, products and services, including:
	  • community
	  • customers
	  • employees at all levels of the organisation
	  • industry associations
	  • industry development boards
	  • key personnel within the organisation, and specialists outside it, who may have particular technical expertise
	  • regulators
	  • suppliers.

Techniques and tools may include:	• benchmarking against substitute products and processes
	• continuous improvement tools, such as:
	  • cause and effect diagrams
	  • ESD frameworks and guidelines
	  • process and capability mapping
	• examination of invoices from suppliers
	• measurements made under different conditions, such as water quality and energy consumption (over a twelve month period there will be significant variation due to seasonal factors).

Environmental and resource	• addressing environmental and resource

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RANGE STATEMENT	
efficiency improvement plans may include:	sustainability initiatives, such as environmental management systems, action plans, surveys and audits • applying the waste management hierarchy in the workplace • determining enterprise's most appropriate waste treatment, including waste to landfill, recycling, re-use and wastewater treatment • ecological foot printing • global reporting initiatives • initiating and/or maintaining appropriate enterprise procedures for operational energy consumption, including stationary energy and non-stationary (transport) • ISO 14001:2007 Environmental management systems • life cycle analyses • product stewardship • referring to standards, guidelines and approaches, such as triple bottom line reporting.
Suggestions and ideas may include:	• demonstrating purchasing power through the selection of suppliers with improved environmental performance, such as purchasing renewable energy • eliminating the use of hazardous and toxic materials • identifying strategies to offset or mitigate environmental impacts, such as purchasing carbon credits • improving efficiency in the use of public resources, such as water and fish stock, by increasing the value of the catch • making more efficient use of energy • maximising opportunities to re-use and recycle materials • maximising opportunities, such as the use of solar energy, where appropriate • preventing and minimising risks • reducing emissions of greenhouse gases • reducing the use of non-renewable resources.

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Unit Sector(s)

Unit sector	Environment and sustainability

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIEMS302B Act to prevent interaction with protected species

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves implementing strategies that prevent or minimise the impact of interaction with protected species resulting from aquaculture, ornamental or holding facilities or commercial fishing operations. In the event of interaction, the unit extends to interventions that aim to restore the wellbeing of the animal. It also relates to intervention for animals that may be injured through means unrelated to these operations. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit addresses the knowledge, practices and interventions necessary to prevent or minimise the impact of interaction with protected species. It has application for skippers, leading hands and experienced staff. An individual working at this level will be following the organisation's policies and procedures and acting on the advice of state, territory and federal environment agencies and in response to legislated and regulatory requirements under federal, state and territory fisheries and environment Acts. This unit does not address the requirements of protecting species that are inherently dangerous, such as sharks and crocodiles. Note: Any interventions must comply with legislation, such as the Environment Protection and Biodiversity Conservation Act 1999 and state and territory fisheries and environment Acts, and any subsequent regulations. In

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	some states and territories, it is illegal to kill protected species, even when injured, without the approval of appropriate authorities. A current licence is required for anyone using a firearm. Refer to the relevant state and territory authority for conditions of use. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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unit of competency.	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine strategies for preventing or minimising the impact of interactions	1.1. ***Information*** relevant to threatened, endangered and ***protected species*** which may be encountered during the ***operation*** is ***obtained***. 1.2. Information about ***strategies*** that prevent or minimise the impact of interaction with protected species is obtained. 1.3. Information about ***interventions*** that may restore the wellbeing of an animal during or after interaction is obtained. 1.4. Strategies for preventing or minimising the impact of interactions during the operation are selected in consultation with or by management.
2. Implement strategies	2.1. ***Occupational health and safety*** (***OHS***) ***hazards*** are identified and risk control procedures are selected using the hierarchy of control model, legislative requirements, and enterprise and workplace procedures. 2.2. ***Resources and equipment*** required to implement strategies are identified and acquired. 2.3. ***Enterprise procedures*** for implementing strategies are developed and documented. 2.4. Appropriate PPE is provided, used and maintained according to OHS requirements. 2.5. Personnel are trained in the implementation of strategies. 2.6. Strategies are applied according to ***agreed procedures***.
3. Intervene to restore the wellbeing of an animal	3.1. The species is accurately identified. 3.2. Options for intervention are evaluated against ***criteria for a successful outcome***. 3.3. The preferred option for intervention is selected based on agreed procedures and the outcomes of the evaluation.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. The decision to intervene is taken or referred to management where there is an OHS risk to personnel. 3.5. The intervention is carried out according to agreed procedures. 3.6. The wellbeing of the animal is monitored before, during and after the intervention.
4. Monitor and report on interactions	4.1. Interactions, potential interactions and interventions are monitored, recorded, reported to management and referred, as required, to ***legislative authorities***. 4.2. ***Data*** required by authorities is collected, recorded and relayed, as required. 4.3. Recommendations for improvement to strategies and interventions are communicated to management. 4.4. Opportunities to take a regional or whole of industry approach to preventing or minimising the impact of interactions are recognised and referred to ***relevant organisations*** for consideration. 4.5. Publicity associated with an interaction or intervention event is handled.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• carrying out interventions • communicating both in writing and orally • evaluating information against criteria for a successful outcome • identifying hazards, assessing risks and applying the hierarchy of risk control measures • identifying species • researching information on protected species, including strategies to prevent and minimise the impact of interaction, and interventions to restore the wellbeing of an animal • training personnel in relevant enterprise procedures.

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REQUIRED SKILLS AND KNOWLEDGE
Literacy skills used for: • filling out enterprise records • providing required data • reading and interpreting procedures • researching information.
Required knowledge

• biological and behavioural characteristics of protected species likely to be found in the local area of operation
• consequences of non-compliance with fisheries and environment legislation
• enterprise procedures relating to the implementation of strategies and interventions
• hazards and risks associated with interaction and interventions with protected species
• hierarchy of risk control measures in ensuring a safe work environment
• legislation under which a species is afforded protection
• regulations pertaining to the responsibility of aquaculture and commercial fishing operations to:
  • intervene to restore the wellbeing of an animal
  • prevent or minimise the impact of interactions with endangered, threatened or protected species.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • apply strategies to prevent or minimise the impact of interactions • evaluate and select intervention options to restore the wellbeing of an animal. Assessment must confirm knowledge of:

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EVIDENCE GUIDE	
	• legislation that affords protection to a species • requirement to intervene to restore the wellbeing of an animal, and to prevent or minimise the impact of interactions with endangered, threatened or protected species.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • appropriate enterprise procedures and workplace personnel • operational environment or simulation that closely resembles an actual workplace • relevant legislation, standards and guidelines.
Method of assessment	The following assessment methods are suggested: • work diary • photographs and journal • enterprise records and referrals to fisheries and environment agencies • case studies, simulation or drill.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations*, *licensing and other compliance	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine

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RANGE STATEMENT	
requirements may include:	• Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
PPE may include	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

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RANGE STATEMENT	
Information may include:	• afforded protection to a species • behavioural characteristics • breeding habits • define circumstances under which an animal may be euthanised • defined reportable incidents • describe of allowable interventions • ecological threats • feeding habits • habitat • legislation, such as the Environment Protection and Biodiversity Conservation Act and state and territory fisheries and environment Acts, and any subsequent regulations • life cycle • mobility and range or migration movements • position in food chain • sources of food • vulnerability to interaction.
Protected species is considered to be:	• any vertebrate species that has some level of protection afforded through state, territory, commonwealth or international law, including finfish and sharks, mammals, reptiles, amphibians, marine birds, listed migratory birds and species listed by the Commonwealth government through the Environment Protection and Biodiversity Conservation Act • threatened and endangered species.
Operation refers to:	• aquaculture either on land or in water • commercial fishing • ornamental, display or live holding operations.
Information may be ***obtained*** from:	• AquaFin Cooperative Research Centre (CRC) and Australian Seafood CRC • Catchment Management Boards • fisheries compliance agencies • Fisheries Research and Development Corporation • Marine Stewardship Council • Oceanwatch, Landcare and related organisations

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RANGE STATEMENT	
	• Seafood Services Australia • specialists, such as fauna ecologists and marine ecologists • state and territory seafood industry councils • state, territory and federal environment and wildlife agencies.
Strategies may include:	• alternative barrier techniques or materials • alternative fishing gear technology • alternative fishing techniques • avoiding known habitats • considering the characteristics of the identified species (e.g. breeding period, life cycle, feeding habits and habitat) when scheduling fishing or aquaculture operations • using by-catch reduction devices.
Interventions may include:	• assisting animals that may have been injured through means unrelated to professional fishing • euthanasia where an animal is not recovering as expected • first aid, including resuscitation • release from device or entanglement • relocation of animal • removal of material, such as fish hook, netting or plastic, which may entangle species • rescue and rehabilitation. Note: Any interventions must comply with legislation, such as the Environment Protection and Biodiversity Conservation Act and state and territory fisheries and environment Acts, and any subsequent regulations. In some states and territories it is illegal to kill threatened, endangered and protected species, even when injured, without the approval of appropriate authorities.
OHS hazards relating to personnel may include:	• entanglement with nets or other fishing gear • manual handling of large, moving animals • other potentially dangerous animals in local area • vessels or vehicles moving through the area

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RANGE STATEMENT	
	• uncontrolled movement and defensive action of trapped or restrained animals • use of firearms • vessel propeller and any other appendages or attachment • water, including depth, temperature, current, tide and wave actions.
Resources and equipment may include:	• first aid materials • fishing technology gear, including by-catch reduction devices • gear for retrieving and removing an animal, such as rods, snips, nets and baskets • means for euthanising or sedating an animal. Note: Use of immobilising or anaesthetic agents is controlled under state and territory legislation. Refer to relevant authorities for registration requirements.
Enterprise procedures may address:	• decision-making process for determining appropriate intervention for a range of interaction events anticipated in the location of the operation • fishing techniques that minimise interactions • handling negative and positive media publicity associated with an interaction or intervention event • humane euthanising of injured animals and disposal of carcasses • process of continuous improvement for strategies, interventions and enterprise procedures • recording, reporting and referring information about interactions and interventions.
Agreed procedures may include:	• by-laws and statutory rules • company procedures • federal, state and territory Acts • publications and guides on interaction with protected species, for example, Queensland Department of Primary Industries and Fisheries 'A *guide for commercial fishers - Looking after Protected Species in Queensland*'.

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RANGE STATEMENT	
Criteria for a successful outcome may include:	• compliance with catchment and/or whole of industry codes of conduct or limitations, and state and territory fisheries and environment Acts • potential for success in restoring the animal's wellbeing • safety and security of crew • security and safety of equipment • security and wellbeing of aquacultured stock.
Legislative authorities may include:	• state and territory fisheries and environment agencies.
Data may include:	• numbers in the range statement • sex • size.
Relevant organisations may include:	• industry associations and state government agencies • legislative authorities under the Environment Protection and Biodiversity Conservation Act • management committees responsible for industry-based management plans, such as environmental management systems.

Unit Sector(s)

Unit sector	Environment and sustainability

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFIEMS401B Conduct an internal audit of an environmental management system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves preparing for, carrying out and documenting an internal audit of an environmental management system by a supervisor. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to conduct internal audits of environmental management systems in the seafood industry. The systems may be to a third-party certification or stewardship standard, but this is not essential. The environmental management system may be enterprise-based or it may be a system developed by a common interest group, for example, oyster growers within an estuary or a fishers' cooperative. The internal audit also covers the implementation of identified corrective action and opportunities for improving and monitoring their effectiveness. Specialist technical expertise may be required to analyse and interpret monitoring data. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for an internal audit	1.1. The ***scope*** of the planned audit is determined and requirements are detailed. 1.2. Procedures to be audited are identified and ***relevant documentation*** collected. 1.3. Relevant personnel are briefed, and roles and

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ELEMENT	PERFORMANCE CRITERIA
	responsibilities allocated. 1.4. A detailed audit plan is developed in consultation with relevant personnel. 1.5. A checklist to identify conformance and non-conformance is developed.
2. Conduct the internal audit	2.1. The components of ***the environmental management system*** and ***work area*** to be audited are selected. 2.2. Continuous improvement and ownership of the audit process are maximised by collaborating with ***relevant personnel***. 2.3. Sufficient evidence is collected to identify non-conforming aspects of the environmental management system. 2.4. Evidence is analysed using ***improvement tools*** to identify suitable corrective actions.
3. Report findings	3.1. The internal audit is ***reported*** as directed in the audit plan. 3.2. Findings from the audit process are documented in the required format. 3.3. Recommendations for corrective actions are presented. 3.4. Strategies are provided for the implementation of the corrective actions.
4. Complete corrective actions	4.1. Relevant personnel are consulted regarding the necessary strategies to improve the environmental management system. 4.2. An action plan is developed and implemented to improve the environmental management system. 4.3. The effectiveness of the corrective action is evaluated and reported after an agreed time interval. 4.4. Relevant ***documentation*** is recorded and stored appropriately for future access.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• analysing monitoring data • developing and documenting an audit plan, action plan and conformance/non-conformance checklist • documenting and reporting on findings • interpreting environmental management system documentation • interpreting relevant national and international standards and codes of practice • presenting recommendations.
Required knowledge
• audit processes • continuous improvement processes • enterprise or cooperative environmental management system • national or international environmental standards and protocols relevant to the audit • organisational structure of the enterprise or common interest group, including responsibilities and delegated authority of key personnel • problem-solving techniques that identify causes of non-conformance and options to remedy problems • relevant health, safety and environment requirements • reporting requirements of the workplace or common interest group.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • undertake internal audits of an environmental management system. Assessment must confirm knowledge of:

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EVIDENCE GUIDE	
	• application of audit principles • approaches to continuous improvement • approaches to planning.
Context of and specific resources for assessment	Assessment is to be conducted in a work environment, or simulated environment. The candidate must undertake several internal audits (an audit can address one or more components of the environmental management system). Resources for assessment may include: • access to personnel who have a role and responsibility in implementing and/or monitoring the effectiveness of the environmental management system • documentation relevant to the audit.
Method of assessment	The following assessment methods are suggested: • demonstrating the application of continuous improvement processes • planning, conducting and reporting of an internal audit of an environmental management system.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance***	• biodiversity and genetically modified organisms

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RANGE STATEMENT	
requirements may include:	• biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations, safety at sea and pollution control • occupational health and safety (OHS) hazard identification, risk assessment and control.
PPE may include	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses)

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RANGE STATEMENT	
	• uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
The ***scope*** may include:	• control of customer supplied product • document and data control • external controls • process control • product identification and traceability • public resources, such as fish stocks and water • purchasing procedures • responsibilities of personnel within the enterprise or common interest group • servicing of vessels, vehicles, machinery and equipment • training • waste control • water quality control.
Relevant documentation may include:	• any documentation related to the environmental management elements being audited • certification documentation from clients and suppliers • community feedback • environmental management system plan and procedures • material and equipment specifications • monitoring records • training records.

Environmental management system may address the requirements of:	• federal, state and territory environmental legislation, such as:
	  • Environment Protection and Biodiversity Conservation Act 1999
	  • Environment Protection and Biodiversity Conservation Regulations 2000
	  • state and territory environmental protection authorities and agencies
	• International Convention for the Prevention of Pollution from Ships (MARPOL)
	• local government by-laws and regulations, including regional land and water management

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RANGE STATEMENT	
	plans • state and territory OHS legislation and regulations • third-party standards, such as the ISO 14000 series and those of the Marine Stewardship Council.
Work area may be within:	• all or selected enterprises operating under a communal environmental management system • an enterprise.
Relevant personnel may include:	• managers, customers, suppliers, general public, state or federal fisheries management and environmental protection officers, and other personnel with environmental management responsibilities.
Improvement tools may include:	• cause and effect diagrams • ESD frameworks and guidelines • process and capability mapping.
Reported may involve:	• data entry into enterprise or cooperative group databases • judgement and recommendations • presentations • verbal responses • written reports.
Documentation may include:	• audit documents • enterprise or common interest group environmental management system plans • environmental certification or registration requirements • safety precautions, standard operating procedures and work instructions.

Unit Sector(s)

Unit sector	Environment and sustainability

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIEMS501B Develop workplace policy for sustainability

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves developing and implementing a workplace sustainability policy, including the modification of the policy to suit changed circumstances. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within seafood industry workplaces, including the development and implementation of policy. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop workplace ***sustainability policy***	1.1. Scope of sustainability policy is defined. 1.2. Information from a range of ***sources*** is gathered to plan and develop policy. 1.3. ***Stakeholders*** are identified and consulted as a key component of the policy development process. 1.4. ***Strategies*** for minimising the use of non-sustainable resources, reducing the use of toxic material and hazardous chemicals, and employing life cycle management approaches at all stages of work, are included in policy. 1.5. Recommendations are made for policy options based on likely effectiveness, timeframes and cost. 1.6. Policy is developed that reflects the organisation's commitment to sustainability as an integral part of the business planning and as a business opportunity. 1.7. Appropriate methods of implementation are agreed upon.
2. Communicate the policy	2.1. The policy, including its expected outcomes, is promoted to key stakeholders.

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Those involved in implementing the policy are informed as to outcomes expected, activities to be undertaken and responsibilities assigned.
3. Implement the policy	3.1. Procedures to help implement the policy are developed and communicated. 3.2. Strategies for continuous improvement in resource efficiency are implemented. 3.3. Record systems for tracking continuous improvements in sustainability approaches are established and responsibilities assigned.
4. Review policy implementation	4.1. Outcomes are documented and feedback is provided to key personnel and stakeholders. 4.2. Success or otherwise of policy is investigated. 4.3. Records are monitored to identify trends that may require remedial action and are used to promote continuous improvement of performance. 4.4. Policy and/or procedures are modified, as required, to ensure performance improvements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• adjusting communication to suit different audiences • consulting and validating policy with work group • facilitating teams • influencing others with accurate, researched argument • responding to diversity, including gender and disability. **Literacy and numeracy skills are used for**: • preparing written reports requiring precision of expression, and language and structures suited to the intended audience • reading and evaluating complex and formal documents, such as policies and legislation • researching, analysing and presenting information.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge

• best practice approaches relevant to own workplace and seafood industry sector
• equal employment opportunity, equity and diversity principles and occupational health and safety (OHS) implications of policy being developed
• other relevant enterprise policies, procedures and protocols
• policy development relating to environmental sustainability
• principles, practices and available tools and techniques of sustainability management relevant to own seafood industry sector, including:
  • ecological foot printing
  • ecologically sustainable development (ESD) frameworks
  • global reporting initiatives
  • ISO 14001:2007 Environmental management systems
  • life cycle analyses
  • product stewardship
  • regulated and voluntary strategies developed to manage fishery sustainability, including aquacultural production
  • triple bottom line reporting
• quality assurance systems relevant to own enterprise
• relevant systems and procedures to aid in the achievement of sustainability in the workplace and seafood industry sector.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm: • the candidate's involvement as a key person in planning, developing and implementing organisational policy • that the developed policy complies with legislative requirements • that the implementation strategy, as part of the

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EVIDENCE GUIDE	
	policy, has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators • communication with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders • developing and monitoring policies for analysing data on enterprise resource consumption • using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.
Context of and specific resources for assessment	Assessment is to be conducted in a work environment, or simulated environment. Assessment must relate to the individual's work area or area of responsibility. Resources must reflect a work context and may include: • access to an actual workplace or simulated environment • access to reports from other parties involved in the development and implementation of policy • access to workplace documentation, personnel and resources, such as compliance obligations, organisational plans and work responsibilities • relevant legislation, standards and guidelines.
Method of assessment	The following assessment methods are suggested: • actual participation in sustainability work practices and processes • simulated project-based activity, scenarios, case studies and role-plays.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • Fisheries or Aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.

Scope *of* ***sustainability policy*** may include:	• addressing sustainability initiatives through reference to standards, guidelines and approaches, such as:
	  • ISO 14001:2007 Environmental management systems
	  • life cycle analyses
	  • global reporting initiative
	  • ecological foot printing
	  • triple bottom line reporting
	  • product stewardship
	• an integrated approach to sustainability that includes environmental, economic and social

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RANGE STATEMENT	
	aspects, or a narrower one to focus on each aspect individually • an investigation of the particular business and market context of the industry/enterprise • the parts of the enterprise to which the policy is to apply, including whether it is for the whole enterprise, one site, one work area or a combination of these.
Sources may include:	• organisational specifications • regulatory sources • relevant personnel.

Stakeholders may include:	• individuals and groups both inside and outside the organisation that have some direct interest in the enterprise's conduct, actions, products and services, including:
	  • community
	  • customers
	  • employees at all levels of the organisation
	  • industry associations
	  • industry development boards
	  • politicians
	  • regulators
	  • suppliers.

Strategies may include:	• awareness raising among stakeholders • promotional activities • training staff in the principles and techniques of sustainability.

Unit Sector(s)

Unit sector	Environment and sustainability

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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SFIFCHA301C Develop information and advice on fishing charter trips

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves determining the locations of fishing charter trips and providing customers with information and advice about the trips offered. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for fishers who choose to undertake fishing charter operations. The unit can be undertaken as an elective in fishing operations sector qualifications or as a fishing charter Skill Set along with the units: • SFIFCHA302C Operate an inshore day charter • SFIFCHA501C Plan and manage extended fishing charter trips • SFIFISH206C Maintain, prepare, deploy and retrieve hand operated lines to land catch • SFIFISH310A Adjust and position fishing gear • SFIFISH401C Locate fishing grounds and stocks of fish.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop knowledge of destinations for fishing trips	1.1. Information on local ***fish species***, ***stock levels***, ***and seasonal and tide variations***, is obtained and updated. 1.2. ***Regulatory requirements*** are identified. 1.3. Different ***customer needs*** are identified. 1.4. Feedback from customers is used to extend or amend destinations. 1.5. Information about the local region and environment is gathered. 1.6. Information is ***recorded*** and stored for future use.
2. Provide information and advice to	2.1. Information and advice on charter operations is provided to customers on request and in a timely

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ELEMENT	PERFORMANCE CRITERIA
customers	manner. 2.2. Information is ***communicated*** in a format and style which meets customer needs.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• adjusting communication style and presenting information to suit customer diversity • communicating to determine customer needs and advise on fishing trip • researching destinations and factors relevant to fishing charter trips. **Literacy skills used for**. • recording information in a database or in writing • researching information for fishing charter trip.
Required knowledge

• different ways in which customers seek information
• fish populations
• legislative and regulatory requirements relevant to fishing charter
• local marine, coastal and inland waterways environment
• sources of information:
  • other fishers
  • industry networks
  • industry regulatory authorities
  • educational institutions
  • tourist information centres.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • identify reliable fishing charter destinations • provide customers with information on charter trip. Assessment must confirm knowledge of: • local marine, coastal and inland waterways environment • fish populations • regulatory requirements relevant to fishing charter trips.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • customers • telephone.
Method of assessment	The following assessment methods are suggested. • demonstration • project (work or scenario based) • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Fish species may include:	• eating • exotic • game • protected.
Stock levels, ***and seasonal and tide fluctuations*** may include:	• climatic conditions • level of supply • seasonal movements of different fish species • tide times.
Regulatory requirements may include:	• licence requirements • limits on catch • limits on size.
Customer needs may include:	• children • experienced fishers • families • inexperienced fishers • special needs, such as disability or language.
Recording may include:	• database • memory • written notes.
Communications may include:	• advertising • brochures • by phone • face to face • internet • mail.

Unit Sector(s)

Unit sector	Fishing charter operations

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFCHA302C Operate an inshore day charter

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves the skills required by a skipper/coxswain of a vessel used for limited fishing charter operations where the fishing charter trip is of one day or less duration in coastal, bay and inland waters. This unit does not cover skills required to operate and maintain a small vessel. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for fishers who choose to undertake fishing charter operations. The unit can be undertaken as an elective in fishing operations sector qualifications or as a fishing charter Skill Set along with the units: • SFIFCHA301C Develop information and advice on fishing charter trips • SFIFCHA501C Plan and manage extended fishing charter trips • SFIFISH206C Maintain, prepare, deploy and retrieve hand operated lines to land catch • SFIFISH310A Adjust and position fishing gear • SFIFISH401C Locate fishing grounds and stocks of fish.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Manoeuvre fishing charter vessel to assist catching	1.1. Vessel is positioned according to ***prevailing conditions*** to enhance the fishing operation and minimise line entanglement. 1.2. ***Anchoring and mooring techniques*** are used to enhance the fishing operation. 1.3. Vessel is manoeuvred to assist the retrieval, tagging or landing of large species.
2. Instruct customer in	2.1. Briefings are developed and delivered at times that

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ELEMENT	PERFORMANCE CRITERIA
fishing techniques	maximise customer understanding, security and satisfaction. 2.2. Level of customer skill and knowledge is determined by observation and questioning. 2.3. ***Instructions*** are planned and structured to suit customer ability. 2.4. Instructions are offered to the customer in an effective manner.
3. Land, tag and dispose of catch	3.1. Catches are landed on the vessel using appropriate ***equipment and techniques*** that minimise damage and stress caused to the fish and risk of injury to the handler. 3.2. Tagging equipment is used to apply a tag according to enterprise guidelines. 3.3. Catch is disposed of according to enterprise guidelines and in compliance with all environmental legislation and other legal requirements.
4. Conduct activities to minimise impact on the environment	4.1. Charter operations are conducted in ways designed to limit potential ***negative impacts*** on the marine and coastal environments. 4.2. Customers are advised of environmental issues.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• adjusting communication style and presenting information to suit customer diversity
• communicating with customers to:
  • advise to environmental issues
  • brief on security and topics of interest
  • instruct on fishing techniques
• deploying anchoring equipment specific to a charter fishing operation
• handling traces when landing large species
• removing hooks from fish to be released

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REQUIRED SKILLS AND KNOWLEDGE
• using gaffs or tagging equipment • using vessel manoeuvring techniques. **Literacy skills used for**: • preparing briefings to be presented orally to customers.
Required knowledge
• anchoring and mooring techniques appropriate to varying bottom types • legislation relevant to fishing charter operation, such as environmental management, occupational health and safety (OHS) and fisheries management regulations • techniques for catching, landing, tagging and disposing of catch • techniques that control the drift of a vessel • the effect of wind and current on the vessel when drifting and at anchor.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • manoeuvre and position a vessel to conduct successful fishing • land fish or tag and release fish as required • communicate instructions, advice and information of interest to customer. Assessment must confirm knowledge of: • anchoring and mooring techniques • effect of current and wind on hook and line position • fish catching, landing and releasing techniques • techniques that control vessel drift.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • customers • operational charter fishing vessel.
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises • project (work or scenario based) • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Prevailing conditions may include:	• current • fish stocks • wind.
Anchoring and mooring techniques may include:	• anchor and bridle • sea anchor • single point anchor.

Instructions:	• concerning:
	  • baiting or lures
	  • fishing technique
	  • gear rigging
	  • landing technique

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RANGE STATEMENT	

	• delivered by:
	  • demonstration
	  • oral means
	  • written instructions.

Equipment may include:	• gaffs • gloves • fishing lines and fishing rods • hooks and buckets.
Techniques may include:	• fish handling techniques • trace handling techniques.
Negative impacts may include:	• disturbance of flora and fauna • introduction of exotic or feral species • physical damage • pollution • use of energy • waste disposal.

Unit Sector(s)

Unit sector	Fishing charter operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFCHA501C Plan and manage extended fishing charter trips

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves the skills and knowledge required of a skipper/coxswain who is in charge of extended fishing charter trips (trips longer than one day's duration). It does not include any aspect of the vessel operations or fishing operations which are covered by separate units. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for fishers who choose to undertake fishing charter operations. The unit can be undertaken as an elective in fishing operations sector qualifications or as a fishing charter Skill Set along with the units: • SFIFCHA301C Develop information and advice on fishing charter trips • SFIFCHA302C Operate an inshore day charter • SFIFISH206C Maintain, prepare, deploy and retrieve hand operated lines to land catch • SFIFISH310A Adjust and position fishing gear • SFIFISH401C Locate fishing grounds and stocks of fish.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		
	SFIFCHA302C	Operate an inshore day charter

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan and coordinate the timetable for fishing charter operations	1.1. Planning takes account of ***critical factors*** affecting charter trips. 1.2. Schedule of trips is drawn up and ***advertised*** to customers. 1.3. Planning is responsive to customer needs and provides for ***contingencies***.
2. Manage charter activities on board	2.1. Customers are personally greeted and provided with ***key information*** about the charter.

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ELEMENT	PERFORMANCE CRITERIA
the vessel	2.2. Crew jobs relating to charter activities are allocated and monitored. 2.3. Charter trip is conducted to schedule and includes all features as advertised or agreed with customers. 2.4. Group cohesion is facilitated through leadership, group interaction and participation. 2.5. Awareness of diversity amongst crew and customers is taken into consideration in management style and ***special needs*** are met.
3. Organise onboard accommodation and catering	3.1. ***Accommodation*** is provided according to customer booking arrangements and prepared for passengers. 3.2. ***Catering*** is planned and organised according to scope of charter operations. 3.3. Food is prepared hygienically, and food quality and storage monitored. 3.4. Customer feedback is noted and alterations made to accommodation and catering arrangements, where required.
4. Respond to ***unexpected events***	4.1. Situation is assessed and appropriate action taken and/or assistance rendered. 4.2. Contingency plans are put into effect where required. 4.3. Health safety and emergency procedures are implemented in the case of an accident. 4.4. Unavoidable changes or delays to the charter schedule are promptly notified and explained to customers.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
• applying safe food handling procedures • being responsive and respectful of diversity amongst crew and customers • interacting with customers • managing crew and their duties • organising bookings and reservations, catering, accommodation and advertising

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REQUIRED SKILLS AND KNOWLEDGE
• planning the coordination of resources and activities on the charter trip • problem-solving skills to deal with contingencies • scheduling the fishing charter trip and meeting its timelines and activities. **Literacy skills used for**: • advertising fishing charter trips • scheduling the fishing charter trip. **Numeracy skills used for**: • calculating for catering purposes.
Required knowledge
• diversity and principles for responding respectfully • financial cost structure • local characteristics and features of the sea or waterway covered by charter operations • legal requirements and obligation to comply • safe food handling procedures • tourism industry knowledge.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • communicate with people • manage crew • plan and coordinate fishing charter schedules • solve problems in a range of situations.

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EVIDENCE GUIDE	
	Assessment must confirm knowledge of: • legal responsibilities • local knowledge of sea and waterways • local tourism industry.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • operational fishing charter vessel • customers.
Method of assessment	The following assessment methods are suggested. • demonstration • feedback from customers and crew • portfolio of charter and vessel documents, such as vessel logs, trip schedule, policies and procedures, and crew training register • project work (work or scenario based) • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Critical factors may include:	• destination • duration • environmental considerations

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RANGE STATEMENT	
	• equipment and resources • language and cultural needs • special requests • type of fishing • weather patterns.
Advertised may be via:	• brochures • information boards on piers • local information centres • newspapers • travel and tourism magazines.
Contingencies may include:	• bad weather • cancelled trips • poor fishing.
Key information may include:	• charter itinerary, including route and schedule • group rules and codes of behaviour whilst on board • health, safety and emergency procedures • regulations governing the activity.
Special needs may include:	• disability • language.

Accommodation may include:	• factors impacting on accommodation:
	  • bathroom facilities
	  • eating area
	  • lounge
	  • number of bunks or rooms
	  • size of vessel.

Catering may include:	• factors impacting on catering:
	  • budget
	  • climate
	  • duration of trip
	  • facilities on board for cooking
	  • size of group
	  • special dietary needs and requirements
	  • staff skills.

Unexpected events may include:	• breakdown of vessel and/or equipment • fire on board • loss of valuables or theft • passenger accident, injury, illness or death

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RANGE STATEMENT	
	• passenger disruption, due to unruliness and dissatisfaction • storm, cyclone or high seas.

Unit Sector(s)

Unit sector	Fishing charter operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFISH202C Cook on board a vessel

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves planning, preparing and cooking a meal on board and ordering and storing provisions on board a vessel. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for a person cooking for a crew of up to ten people on board a vessel in a range of weather conditions. It is unlikely to be a full time role. The cook may also be expected to undertake deckhand and onboard processing work. The cook will be expected to use basic cooking techniques to prepare simple and nutritious means. As the role involves food handling, a cook must meet state or territory safe food handling regulatory requirements. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, safe food handling regulations and procedures and ***ecologically sustainable development*** (***ESD***) ***principles***. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan to prepare a simple meal	1.1. Menu and ***ingredients*** are ***appropriate to those being catered*** for. 1.2. Amounts of ingredients are accurate in relation to numbers being catered for. 1.3. Preparation time is estimated accurately. 1.4. Cooking time for the meal is estimated correctly.
2. Prepare ingredients	2.1. Ingredients are prepared correctly.

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Food is handled safely and hygienically. 2.3. Safe working practices are observed throughout.
3. Cook a meal	3.1. ***Cooking method*** is appropriate to the ingredients being cooked. 3.2. Cooking temperatures and times are correct. 3.3. Cooking sequence is correctly followed. 3.4. Safe working practices are observed throughout.
4. Order provisions and store onboard	4.1. Provision requirements are accurate in relation to length of trip and numbers to be catered for. 4.2. Store list is prepared correctly. 4.3. Goods received are checked against delivery notes, goods order forms and receipts. 4.4. Goods are stored in an appropriate location taking into consideration lighting, ventilation, temperature and cleanliness. 4.5. Safe working practices are observed throughout.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• determining preparation, including defrosting, and cooking times for the chosen menu • ordering appropriate ingredients and quantities • selecting appropriate menus, ingredients and quantities • using appropriate equipment. **Literacy skills used for**: • reading cooking instructions from recipe books. **Numeracy skills used for**: • estimating ingredient amounts • determining defrosting and cooking times from packaging and recipes

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REQUIRED SKILLS AND KNOWLEDGE
• measuring quantities of ingredients.
Required knowledge
• cooking times for basic ingredients • disposal of wastes • hygiene requirements and safe work practices • ingredients and quantities for simple meals for up to ten people • methods of cooking simple meals • nutritional value of food groups • preparation required for simple meals, including reasons for correct defrosting • safe cooking practice in differing conditions at sea, for example, securing equipment and food • sequence of cooking components of a meal.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • plan, prepare and cook a simple nutritious meal on board a vessel for up to ten people in a range of weather conditions • maintain high levels of hygiene and safety • order for, and provision the vessel. Assessment must confirm knowledge of: • shelf life of commonly used ingredients • storage requirements for commonly used ingredients • safe food handling requirements • basic nutrition • quantities required for trip length of up to two weeks involving up to ten people.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • ingredients • recipes • fully operational galley affected by a range of weather conditions.
Method of assessment	The following assessment methods are suggested: • written or oral short-answer testing • practical exercises • project work • observation of practical demonstration.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• OHS hazard identification, risk assessment and control • food safety • ESD principles, environmental hazard identification, risk assessment and control • safety at sea and pollution control • business or workplace operations, policies and practices.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers

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RANGE STATEMENT	
	• clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register. • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for confined space entry and the protection of people in the workplace • the appropriate use, maintenance and storage of PPE
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable, reusable and recoverable resources • reducing use of non-renewable resources • reducing emissions of greenhouse gases • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• uniforms, overalls or protective clothing • non-slip and covered footwear
Ingredients may include:	• at ambient temperature • chilled • cooked • fresh • frozen • pressurised • uncooked.
Appropriate to those being catered for may mean:	• a simple nutritious meal • up to ten people.

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RANGE STATEMENT	
Cooking method may include:	• boiling • frying • roasting • grilling • microwave.

Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFISH203C Maintain, prepare, deploy and retrieve trawls to land catch

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves maintaining and preparing demersal fish or prawn trawls ready for deployment and retrieving the gear to the vessel. The unit also involves the initial aspects of seafood handling specific to trawling operations. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to a deckhand on a fishing trawler. Repairing damaged netting is covered by SFIFISH210C Assemble and repair damaged netting. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Maintain trawls ready for deployment	1.1. ***Trawl*** is ***checked*** against established ***criteria*** according to the vessel maintenance plan and supervisor's instructions. 1.2. Trawl ***components*** which are defective are identified and either ***reconditioned*** or replaced. 1.3. Replacement gear components are ordered. 1.4. Defective trawl components are disposed of in an environmentally friendly way.

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ELEMENT	PERFORMANCE CRITERIA
2. Deploy trawls	2.1. Trawl components are connected in the configuration required by the fishing method according to instructions from a supervisor. 2.2. ***Machinery*** to deploy the trawls from the vessel is ***used*** according to supervisor's instructions. 2.3. Trawl is deployed to ensure it is not twisted or fouled. 2.4. Devices and systems are deployed to ensure operating efficiency and to reduce environmental impact and interaction with by-catch. 2.5. Trawl storage area is cleaned.
3. Retrieve trawls	3.1. Trawls are guided onto winches according to instructions from supervisor. 3.2. Ropes are hauled using capstans and Gilson winches according to supervisor's instructions. 3.3. Cod ends are controlled, emptied and retied according to instructions from supervisor. 3.4. Trawl is disconnected and stowed to ensure ease of deployment, the safety of crew and a safe working area.
4. Land, contain and sort the catch	4.1. ***Containment devices*** are ***prepared*** to receive the catch. 4.2. Catch is loaded into containment devices. 4.3. Catch is ***sorted*** to maximise by-catch survival and seafood quality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assembling and dismantling connecting devices • communicating with supervisor and crew • repairing or replacing all worn trawl gear components (excluding damage to netting material) • sorting catch to required specification

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REQUIRED SKILLS AND KNOWLEDGE
• stowing fishing gear • techniques for loosening rusted components • using machinery to deploy and retrieve fishing gear • untwisting deployed gear. **Literacy skills used for**: • reading sizes of connecting gear **Numeracy skills used for**: • measuring length or diameter.
Required knowledge

• basic operating principle of the fishing gear
• factors that make trawl components effective or defective
• order in which trawl gear components are connected and disconnected
• principles that contribute to:
  • environmental and resource protection
  • personal, seafood and vessel hygiene
  • workplace safety
  • vessel stability.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • maintain and prepare demersal fish or prawn trawling gear ready for deployment, and to retrieve the gear to the vessel • prepare, deploy and retrieve common trawl gear components

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EVIDENCE GUIDE	
	• sort and contain the catch • handle and sort seafood with regard to food safety and hygiene, and food quality • stowed safely, and in readiness for future deployment. Assessment must confirm knowledge of: • criteria for assessing the quality of gear components • order in which trawl gear components are connected and disconnected • principles of personal and vessel hygiene.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • fully operational fish or prawn trawler with catch suitable for sorting.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations,	• biodiversity and genetically modified

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RANGE STATEMENT	
licensing and other compliance requirements may include:	organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • Indigenous land rights and cultural activities, including fishing by traditional methods • health and welfare of aquatic animals • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace

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RANGE STATEMENT	
	• systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP and other risk minimisation systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, and stock health maintenance • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • reducing energy use

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RANGE STATEMENT	
	• reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

Trawl may mean:	• prawn trawls:
	  • banana prawn-type gear
	  • tiger prawn-type gear
	• demersal fish trawls:
	  • otter board trawls
	  • Danish seines

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RANGE STATEMENT	
	• beam trawls.

Trawl is ***checked*** for:	• by-catch reduction devices and lifting gear
	• connecting devices for wear
	• rips, holes and worn netting
	• symmetry of:
	  • bridles
	  • foot ropes
	  • ground gear
	  • head ropes
	  • sweeps
	  • warps
	• security of hangings for net and lashings for ground gear and floatation.

Criteria may include:	• absence • cracks • distortion • internal and external damage to wire and rope • looseness • wear limit.

Components may include:	• by-catch reduction devices
	• cod-end closures:
	  • chain knot (prawn nets)
	  • zipper
	  • hangman's knot
	  • Dutch clip
	• connecting devices:
	  • shackles
	  • hammerlocks
	  • chain
	  • wires
	  • ropes
	  • Clevis pin connectors
	  • G, C, D and sister clips
	• floatation devices
	• ground gear
	• hangings
	• lifting gear
	• netting material
	• otter boards

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RANGE STATEMENT	
	• sweeps and bridles • warps.
Reconditioned may include:	• all components (except for the netting material) • chain measured and replaced • connecting devices inspected and replaced • wire rope measured and re-spliced.

Machinery may include:	• capstans
	• lifting gear:
	  • hydraulically operated crane
	  • mast and boom
	  • block and tackle
	  • lazy line (Gilson) winches
	• net
	• net drums
	• sounder winches
	• warp winches.

Used may include:	• fishing gear is connected to the machinery • gear is guided onto machinery operated by other personnel • machinery is operated under supervision.

Containment devices may include:	• brine tanks:
	  • bulk
	  • net bags
	• fish or prawn boxes:
	  • exchangeable market boxes
	  • freezing cartons
	  • wash boxes
	• ice rooms
	• pounded deck areas
	• sorting trays.

Prepared may include:	• boxes sufficient for sorting are arranged ergonomically • brine tank hatches, net bags and hanging frame deployed • cleaned • disinfected • exchangeable market boxes are accounted for • freezer carton liners applied

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RANGE STATEMENT	
	• freezing cartons assembled.

Sorted may include:	• as by-catch
	• as seafood or bait for retention
	• by legal length
	• by sex:
	  • male or female
	  • sexual stage
	• by size
	• by species.

Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFISH204C Maintain, prepare, deploy and retrieve pots and traps to land catch

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves maintaining and preparing potting and trapping gear ready for deployment and retrieving the gear to the vessel. The unit also involves the initial aspects of seafood handling specific to potting and trapping operations. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to a deckhand on a fishing vessel or fishing charter. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Maintain traps and pots ready for deployment	1.1. ***Traps and pots*** are ***checked*** against established ***criteria*** according to vessel maintenance plan or instructions provided by a supervisor. 1.2. Trap and pot ***components*** which are defective, worn or loose are identified and either ***reconditioned*** or replaced. 1.3. Replacement gear components are ordered. 1.4. Defective trap and pot components are disposed of.

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ELEMENT	PERFORMANCE CRITERIA
2. Deploy traps and pots	2.1. Trap and pot components are prepared and gathered ready for deployment. 2.2. Trap and pot components are connected in the configuration required by the fishing method according to instructions from a supervisor. 2.3. ***Machinery*** to deploy the gear from the vessel is ***used*** according to instructions from supervisors. 2.4. Traps and pots are moved according to vessel operating procedures, lifting guidelines and deck teamwork procedures. 2.5. Traps and pots are deployed to ensure lines are not fouled and trap or pot orientation is correct. 2.6. Devices and systems are deployed to ensure operating efficiency and to reduce environmental impact and interaction with by-catch. 2.7. Trap and pot storage area and devices are cleaned and stowed.
3. Retrieve traps and pots	3.1. Floats and dan poles are retrieved. 3.2. Ropes are applied to hauling devices and are loaded into baskets for stowing according to supervisor's instructions. 3.3. Catch is extracted from traps and pots according to instructions from supervisor and to maximise seafood quality. 3.4. Traps and pots are disconnected and stowed to ensure ease of deployment, the safety of crew and a safe working area.
4. Land, contain and sort the catch	4.1. ***Containment devices*** are ***prepared*** to receive the catch. 4.2. Catch is loaded into containment devices. 4.3. Catch is ***sorted*** to maximise by-catch survival and seafood quality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• assembling and dismantling connecting devices • ensuring gear is deployed untwisted • repairing or replacing all worn gear components • sorting catch • stowing fishing gear • using machinery to deploy and retrieve trap and pot fishing gear. **Literacy skills used for**: • reading sizes of connecting gear. **Numeracy skills used for**: • measuring length or diameter.
Required knowledge

• basic operating principle of fishing gear
• factors that make trap and pot components effective or defective
• order in which trap and pot fishing gear components are connected and disconnected
• principles that contribute to:
  • environmental and resource protection
  • personal, seafood and vessel hygiene
  • vessel stability
  • workplace safety.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment	Assessment must confirm the ability to:

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EVIDENCE GUIDE	
evidence required to demonstrate competence in this unit	• handle and sort seafood with regard to food safety and hygiene, and food quality • maintain and prepare potting and trapping gear ready for deployment, and to retrieve the gear to the vessel • prepare, deploy and retrieve the common trap and pot gear components listed in the range of variables • renew and repair damaged gear components • sort and contain the catch. Assessment must confirm knowledge of: • criteria for assessing the quality of trap and pot gear components • order in which gear components are connected and disconnected • principles of personal and vessel hygiene.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • fully operational potting or trapping vessel with catch suitable for sorting.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • Indigenous land rights and cultural activities, including fishing by traditional methods • health and welfare of aquatic animals • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling

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RANGE STATEMENT	
	and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP and other risk minimisation systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, stock health maintenance

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RANGE STATEMENT	
	• maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Traps and pots may include:	• crayfish pots • fish traps

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RANGE STATEMENT	
	• octopus traps • other.
Traps and pots are ***checked*** for:	• broken or bent components • by-catch reduction devices • ropes for wear • symmetry of bridles • security of knots and lashings.
Criteria may include:	• absence • cracks • distortion • internal and external damage to rope • looseness • wear limit.
Components may include:	• bait and bait holding devices • ballast • bridles, toggles and lashings • by-catch reduction devices • flag poles • floats • lines • pot or trap material and frame.
Reconditioned may include:	• bait replaced • material stretched • pot frames tightened • ropes re-spliced.

Machinery may include:	• capstans
	• lifting gear:
	  • hydraulically operated crane
	  • mast and boom
	  • block and tackle
	• line coilers
	• line reels
	• pot haulers.

Used may mean:	• fishing gear is connected to the machinery • gear is guided onto machinery operated by other personnel • machinery is operated under supervision.
Containment devices may	• boxes: • wash boxes

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RANGE STATEMENT	
include:	• exchangeable market boxes • freezing cartons • ice rooms • pounded deck areas • recirculating sea water tanks • sorting areas.
Prepared may mean:	• boxes sufficient for sorting are arranged ergonomically • cleaned • disinfected • exchangeable market boxes are accounted for • freezer carton liners applied • freezing cartons assembled • recirculating sea water tank hatches.
Sorted may include:	• as by-catch • as seafood or bait for retention • by legal length • by sex: • male or female • sexual stage • by size • by species.

Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFIFISH205C Maintain, prepare, deploy and retrieve drop lines and long lines to land catch

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves maintaining and preparing drop line and longline fishing gear ready for deployment, and retrieving gear to the vessel. The unit also involves the initial aspects of handling seafood specific to line fishing operations. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to a deckhand on a fishing or fishing charter vessel. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Maintain drop lines and longlines ready for deployment	1.1. ***Drop lines*** and ***longlines*** are ***checked*** against established ***criteria*** according to vessel maintenance plan or instructions provided by a supervisor. 1.2. Drop line and longline ***components*** which are worn, loose or blunt are identified and either ***reconditioned*** or replaced. 1.3. Replacement drop line and longline components are ordered

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ELEMENT	PERFORMANCE CRITERIA
	1.4. Defective drop line and longline components are disposed of.
2. Deploy drop lines and longlines	2.1. Drop line and longline components are prepared and gathered ready for deployment. 2.2. Drop line and longline components are connected in the configuration required by the fishing method according to instructions from a supervisor. 2.3. ***Machinery*** is ***used*** to deploy the drop line and longline from the vessel according to instructions from supervisors. 2.4. Drop line and longline floats, dan poles and weights are deployed to ensure gear is not fouled. 2.5. Clips, branch lines and snoods are baited and connected to drop lines and longlines to minimise fouling and twisting according to instructions from supervisors. 2.6. Devices and systems are deployed to ensure operating efficiency and to reduce environmental impact and interaction with by-catch. 2.7. Drop line and longline storage area and containers are cleaned.
3. Retrieve drop lines and longlines	3.1. Floats and dan poles are gathered and secured. 3.2. Lines are applied to hauling devices and are loaded into containers for stowing according to supervisor's instructions. 3.3. Clips, branch lines and snoods are disconnected from lines and the catch is secured according to instructions from supervisor. 3.4. Drop lines and longlines are disconnected and stowed to ensure ease of deployment, the safety of crew and a safe working area.
4. Land, contain and sort the catch	4.1. ***Containment devices*** are ***prepared*** to receive the catch. 4.2. Catch is loaded into containment devices. 4.3. Catch is ***sorted*** to maximise by-catch survival and seafood quality.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assembling and dismantling connecting devices • coiling and uncoiling lines • ensuring gear is deployed untwisted • repairing or replacing all worn gear components • sorting catch • stowing fishing gear • using machinery to deploy and retrieve fishing gear. ***Numeracy skills used for***: • measuring length or diameter.
Required knowledge

• basic operating principle of drop lines and longlines
• factors that make components effective or defective
• order in which gear components are connected and disconnected
• principles that contribute to:
  • personal, seafood and vessel hygiene
  • environmental and resource protection
  • workplace safety
  • vessel stability.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate	Assessment must confirm the ability to: • handle and sort seafood with regard to food safety

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EVIDENCE GUIDE	
competence in this unit	and hygiene, and food quality • maintain and prepare drop line and longline fishing gear ready for deployment, and to retrieve the gear to the vessel • prepare, deploy and retrieve common gear components • renew and repair damaged gear components • sort and contain the catch. Assessment must confirm knowledge of: • criteria for assessing the quality of gear components • order in which gear components are connected and disconnected • principles of personal and vessel hygiene.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • fully operational drop line or longline fishing vessel with catch suitable for sorting.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • Indigenous land rights and cultural activities, including fishing by traditional methods • health and welfare of aquatic animals • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances

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RANGE STATEMENT	
	• safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP and other risk minimisation systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, and stock health maintenance • maintaining biodiversity by sustainable

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RANGE STATEMENT	
	fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Drop lines and longlines may include:	• bottom set longlines • drop lines • monofilament gear

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RANGE STATEMENT	

	• rope gear
	• surface longlines:
	  • tuna
	  • other species
	• trot lines

Drop lines and longlines are ***checked*** for:	• broken, blunt or bent components • by-catch reduction devices • ropes for wear • security of connecting devices, knots and lashings.
Criteria may include:	• absence • cracks • distortion • internal and external damage to rope • looseness • sharpness of hooks • wear limit.

Components may include:	• bait
	• ballast
	• branch lines or snoods
	• by-catch reduction devices
	• hooks
	• detection devices:
	  • flag poles
	  • lights
	  • RADAR reflectors
	  • radio transponders
	• connecting devices
	• floats
	• main lines
	• retrieval devices.

Reconditioned may include:	• bait replaced • clips straightened • connections re-tied, re-spliced or re-collared • hooks sharpened • lines coiled and uncoiled as required • ropes re-spliced.
Machinery may include:	• auto line systems • deploying devices:

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RANGE STATEMENT	
	• line drum • line shooter • bait thrower • line basket • lifting gear: • hydraulically operated crane • mast and boom • block and tackle • retrieval devices: • capstan • line drum • line hauler • branch line coiler • gaff • play lines.
Used may mean:	• fishing gear is connected to the machinery • gear is guided onto machinery operated by other personnel • machinery is operated under supervision.
Containment devices may include:	• brine tanks: • kill tanks • ice slurry • fish boxes: • wash boxes • exchangeable market boxes • freezing cartons • 'coffins' • fish handling and sorting areas • freshwater tanks • ice rooms • pounded deck areas.
Prepared may mean:	• boxes sufficient for sorting are arranged ergonomically • brine tank hatches arranged • cleaned • disinfected • exchangeable market boxes are accounted for • freezer carton liners applied

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RANGE STATEMENT	
	• freezing cartons assembled.

Sorted may include:	• as by-catch
	• as seafood for retention
	• by legal length
	• by sex:
	  • male or female
	  • sexual stage
	• by size
	• by species.

Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFISH206C Maintain, prepare, deploy and retrieve hand operated lines to land catch

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves maintaining and preparing line fishing gear (such as that used for handline fishing, trolling, squid jigging and rod and reel fishing) ready for deployment, and retrieving the gear to the vessel. The unit also involves the initial aspects of handling seafood specific to line fishing operations. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to a deckhand on a fishing vessel or fishing charter. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Maintain hand operated lines ready for deployment	1.1. ***Hand operated lines*** are ***checked*** against established ***criteria*** according to vessel maintenance plan or instructions provided by a supervisor. 1.2. Hand operated line ***components*** which are worn, loose or blunt are identified and either ***reconditioned*** or replaced. 1.3. Replacement hand operated line components are ordered.

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ELEMENT	PERFORMANCE CRITERIA
	1.4. Defective hand operated line components are disposed of appropriately.
2. Deploy hand operated lines	2.1. Hand operated line components are connected in the configuration required by the fishing method according to instructions from a supervisor. 2.2. ***Equipment used*** to deploy hand operated lines from the vessel is operated according to instructions from supervisors. 2.3. Hand operated lines are deployed to ensure they are in close proximity to and attract potential catches. 2.4. Devices and systems are deployed to ensure operating efficiency and to reduce environmental impact and interaction with by-catch. 2.5. Hand operated line storage area is cleaned safely.
3. Retrieve hand operated lines	3.1. Equipment used to retrieve the catch to the vessel is operated according to instructions from supervisors and vessel operating and safety procedures. 3.2. Lines are guided onto equipment and are manipulated to ensure catch is retained. 3.3. Traces and line ends are handled and catch landed according to instructions from supervisors to maximise seafood quality. 3.4. Hand operated lines are disconnected and stowed to ensure ease of deployment, the safety of crew and a safe working area. 3.5. Equipment is washed to minimise the impact of corrosion.
4. Land, contain and sort the catch	4.1. ***Containment devices*** are ***prepared*** to receive the catch safely. 4.2. Catch is loaded into containment devices safely. 4.3. Catch is ***sorted*** to maximise by-catch survival and seafood quality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• assembling and dismantling connecting devices • coiling and uncoiling lines • ensuring gear is deployed untwisted • operating a dinghy • repairing or replacing all worn hand operated line fishing gear components • sorting catch • stowing hand operated line fishing gear • using equipment to deploy and retrieve hand operated line fishing. **Literacy skills used for**: • reading different line strengths. ***Numeracy skills used for***: • measuring length or diameter.
Required knowledge

• basic operating principle of hand operated line fishing gear
• factors that make components effective or defective
• order in which gear components are connected and disconnected
• principles that contribute to:
  • benefits of ice slurry
  • environmental and resource protection
  • personal, seafood and vessel hygiene
  • vessel stability
  • workplace safety.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • maintain and prepare line fishing gear (such as that used for handline fishing, trolling, squid jigging and rod and reel fishing) ready for deployment, and to retrieve the gear to a commercial fishing or charter fishing vessel • handle and sort seafood with regard to food safety and hygiene, and food quality • prepare, deploy and retrieve common gear components • renew and repair damaged gear components • sort and contain the catch. Assessment must confirm knowledge of: • criteria for assessing the quality of hand operated line fishing gear components • the order in which hand operated line fishing gear components are connected and disconnected • principles of personal and vessel hygiene.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • fully operational hand operated line fishing vessel with catch suitable for sorting.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • Indigenous land rights and cultural activities, including fishing by traditional methods • health and welfare of aquatic animals • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their

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RANGE STATEMENT

	duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP and other risk minimisation systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues,

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RANGE STATEMENT

	contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, and stock health maintenance • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and

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RANGE STATEMENT

	waders).

Hand operated lines may include:	• nylon monofilament line
	• other fishing lines
	• squid jigging machines and lines
	• weighted lines mounted on a:
	  • hand operated winch
	  • hand reel
	  • power operated winch
	• unweighted lines:
	  • rod and reel
	  • trolling gear.

Hand operated lines are ***checked*** for:	• broken, blunt or bent components • by-catch reduction devices • line wear • security of connecting devices, knots and lashings.
Criteria may include:	• absence • cracks • distortion • external damage to line • looseness • sharpness of hooks • wear limit.
Components may include:	• bait and burley • by-catch reduction devices • hand lines • hooks, jigs or lures • reels • rods • sinkers.
Reconditioned may include:	• bait replaced • clips straightened • connections re-tied or re-collared • hooks sharpened • line re-tied • lines are coiled and uncoiled as required • rods and reels washed, maintained and repaired.
Equipment may include:	• deploying devices:

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RANGE STATEMENT

	• hand operated winch • outrigger poles • power operated winch • rod and reel • squid jigging machines • dinghies • retrieval devices: • gaff • glove assisted landing technique • hand operated winch • play lines • playing harness and seat • power operated winch • product compatible gloves • retrieval lines • rod and reel • squid jigging machines.
Used may mean:	• advice on the use of the equipment is offered • equipment is operated under supervision • fishing gear is connected to the equipment • gear is guided onto equipment operated by other personnel.
Containment devices may include:	• brine tanks: • kill tanks • ice slurry • fish boxes: • 'coffins' • exchangeable market boxes • freezing cartons • wash boxes • fish handling and sorting areas • ice rooms • pounded deck areas.
Prepared may mean:	• boxes sufficient for sorting are arranged ergonomically • brine tank hatches arranged • cleaned • disinfected

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RANGE STATEMENT

	• exchangeable market boxes are accounted for • freezer carton liners applied • freezing cartons assembled.

Sorted may include:	• as by-catch
	• as seafood or bait for retention
	• by legal length
	• by sex:
	  • male or female
	  • sexual stage
	• by size
	• by species.

Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFISH207C Maintain, prepare, deploy and retrieve beach seines, mesh nets or gill nets to land catch

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves maintaining and preparing beach seining or gill netting gear ready for deployment, and retrieving the gear to the vessel. The unit also involves the initial aspects of handling seafood specific to beach seining or gill netting operations. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to a deckhand on a vessel using beach seines, mesh or gill nets. Gill nets may be used for shark or estuarine species. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Maintain beach seines, mesh nets or gill nets ready for deployment	1.1. Beach seines, mesh nets or gill nets are ***checked*** against established ***criteria*** according to vessel maintenance plan and supervisor's instructions. 1.2. Beach seine, mesh net or gill net ***components*** which are worn or damaged and lack security or symmetry are identified and either reconditioned or replaced. 1.3. Replacement beach seine, mesh net or gill net components are ordered according to enterprise

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ELEMENT	PERFORMANCE CRITERIA
	procedures. 1.4. Defective beach seine, mesh net or gill net components are disposed of.
2. Deploy beach seines, mesh nets or gill nets to ensure operating efficiency, low environmental impact and minimal interaction with by-catch	2.1. Beach seine, mesh net or gill net components are connected in the configuration required by the fishing method according to instructions from a supervisor. 2.2. ***Machinery used*** to deploy the beach seines, mesh nets or gill nets from the vessel is operated according to instructions from supervisor and vessel operating and safety procedures. 2.3. Beach seines, mesh nets or gill nets are deployed to ensure they are not twisted and are in a pattern required by the fishing operation. 2.4. Devices and systems are deployed to reduce environmental impact and interaction with by-catch. 2.5. Beach seine, mesh net or gill net storage area is cleaned according to hygiene requirements and vessel operating procedures.
3. Retrieve the beach seine, mesh net or gill net	3.1. Beach seines, mesh nets or gill nets are applied to winches or haulers and are retrieved to maximise catch according to vessel operating procedure. 3.2. Catch is landed and removed from beach seines, mesh nets or gill nets to maximise seafood quality. 3.3. Beach seines, mesh nets or gill nets are disconnected and stowed to ensure ease of deployment, the safety of crew and a safe working area.
4. Land, contain and sort catch	4.1. ***Containment devices*** are ***prepared*** to receive the catch according to hygiene requirements and vessel operating procedures. 4.2. Catch is loaded into containment devices according to vessel hygiene, safety and operating procedures. 4.3. Catch is ***sorted*** to maximise by-catch survival and seafood quality according to vessel operating procedures and fisheries regulations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- assembling and dismantling connecting devices
- ensuring gear is deployed untwisted
- repairing or replacing all worn gear components (excluding damage to netting material)
- sorting catch
- stowing fishing gear
- using machinery to deploy and retrieve fishing gear.

Literacy skills used for:

- reading sizes of connecting gear.

Numeracy skills used for:

- measuring length or diameter.

Required knowledge

- basic operating principle of fishing gear
- factors that make components effective or defective
- order in which gear components are connected and disconnected
- principles that contribute to:
  - environmental and resource protection
  - personal, seafood and vessel hygiene
  - vessel stability
  - workplace safety.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment evidence required to demonstrate competence in t his unit	Assessment must confirm the ability to: • handle and sort seafood with regard to food safety and hygiene, and food quality • lash ground gear and/or floatation devices • maintain and prepare beach seining or gill netting gear ready for deployment, and to retrieve the gear to the vessel • prepare, deploy and retrieve common gear components • renew damaged net hangings • repair all aspects of the gear (except damaged netting) • sort and contain the catch. Assessment must confirm knowledge of: • criteria for assessing the quality of gear components • order in which gear components are connected and disconnected • principles of personal and vessel hygiene.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • fully operational vessel with beach seining or gill netting gear and catch suitable for sorting.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • Indigenous land rights and cultural activities, including fishing by traditional methods • health and welfare of aquatic animals • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their

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RANGE STATEMENT	
	duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP and other risk minimisation systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues,

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RANGE STATEMENT	
	contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, and stock health maintenance • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and

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RANGE STATEMENT	
	waders).

Checked may include:	• by-catch reduction devices
	• connecting devices for wear
	• rips, holes and worn netting
	• security of hangings for net and lashings for ground gear and floatation
	• symmetry of:
	  • bridles
	  • foot ropes
	  • head ropes
	  • sweeps.

Criteria may include:	• absence • cracks • distortion • internal and external damage to rope • looseness • wear limit.

Components may include:	• ballast
	• by-catch reduction devices
	• connecting devices:
	  • knots
	  • clips
	• flags, buoys and droppers
	• floatation devices
	• hangings
	• netting material
	• sweeps and bridles.

Machinery may include:	• capstans • dinghies • line haulers • net drums.
Used may mean:	• gear is guided onto machinery operated by other personnel • fishing gear is connected to the machinery • machinery is operated under supervision.

Containment devices may include:	• brine tanks
	• fish boxes:
	  • exchangeable market boxes
	  • freezing cartons

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RANGE STATEMENT	
	• wash boxes • ice rooms • pounded deck areas • sorting trays.
Prepared may mean:	• boxes sufficient for sorting are arranged ergonomically • brine tank hatches arranged • cleaned • disinfected • exchangeable market boxes are accounted for • freezer carton liners applied • freezing cartons assembled.

Sorted may include:	• as by-catch
	• as seafood for retention
	• by legal length
	• by sex:
	  • male or female
	  • sexual stage
	• by size
	• by species.

Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFIFISH208C Maintain, prepare, deploy and retrieve purse seines to land catch

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves maintaining and preparing purse seining gear ready for deployment, and retrieving the gear to the vessel. The unit also involves the initial aspects of handling seafood specific to purse seining operations. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to a deckhand on a purse seiner. Purse seines are used for catching a range of fish, such as tuna, pilchards, salmon and bait. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Maintain purse seines ready for deployment	1.1. ***Purse seines are checked*** against established ***criteria*** according to vessel maintenance plan and supervisor's instructions. 1.2. Purse seine ***components*** which are loose, worn or damaged are identified and either ***reconditioned*** or replaced. 1.3. Replacement purse seine components are ordered. 1.4. Defective purse seine components are disposed of.

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ELEMENT	PERFORMANCE CRITERIA
2. Deploy purse seines	2.1. Purse seine components are connected in the configuration required by the fishing method according to instructions from a supervisor. 2.2. ***Machinery*** to deploy purse seines from the vessel is ***used*** according to instructions from supervisors. 2.3. Purse seine nets are deployed using floats or net skiffs. 2.4. Over shoot and purse ropes are used according to supervisor's instructions. 2.5. Devices and systems are deployed to ensure operating efficiency and to reduce environmental impact and interaction with by-catch. 2.6. Purse seine storage area is cleaned.
3. Retrieve purse seines	3.1. Ropes and nets are applied to hauling devices according to instructions from supervisors. 3.2. Nets are stacked ready for deployment according to instructions from supervisors. 3.3. Purse seines are disconnected and stowed to ensure ease of deployment, the safety of crew and a safe working area.
4. Land, contain and sort the catch	4.1. ***Containment devices*** are ***prepared*** to receive the catch safely. 4.2. Catch is loaded into containment devices. 4.3. Catch is ***sorted*** to maximise by-catch survival and seafood quality.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assembling and dismantling connecting devices • ensuring gear is deployed untwisted • repairing or replacing all worn gear components (excluding damage to netting material) • sorting catch

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REQUIRED SKILLS AND KNOWLEDGE
• stowing fishing gear • using techniques for loosening rusted components • using machinery to deploy and retrieve fishing gear. **Literacy skills used for**: • reading sizes of connecting gear. **Numeracy skills used for**: • measuring length or diameter.
Required knowledge

• basic operating principle of the fishing gear
• factors that make purse seine gear components effective or defective
• order in which gear components are connected and disconnected
• principles that contribute to:
  • environmental and resource protection
  • personal, seafood and vessel hygiene
  • vessel stability
  • workplace safety.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • handle and sort seafood with regard to food safety and hygiene, and food quality • lash ground gear and/or floatation devices • maintain and prepare purse seining gear ready for deployment, and to retrieve the gear to the vessel • prepare, deploy and retrieve common gear

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EVIDENCE GUIDE	
	components • renew damaged net hangings • repair all aspects of purse seine except damaged netting • sort and contain the catch. Assessment must confirm knowledge of: • criteria for assessing the quality of gear components • order in which gear components are connected and disconnected • principles of personal and vessel hygiene.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • fully operational purse seiner with catch suitable for sorting.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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RANGE STATEMENT	
Relevant government regulations*, *licensing and other compliance requirements may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • Indigenous land rights and cultural activities, including fishing by traditional methods • health and welfare of aquatic animals • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the

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RANGE STATEMENT	
	protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP and other risk minimisation systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, and stock health maintenance • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions

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RANGE STATEMENT	
	• reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Purse seines are checked for:	• connecting devices for wear • lifting gear • operability of net skiff • quality of purse rope or wire • rips, holes and worn netting • security of hangings for net and lashings for

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RANGE STATEMENT	
	ground gear and floatation.
Criteria may include:	• absence • cracks • distortion • internal and external damage to wire and rope • looseness • wear limit.

Components may include:	• connecting devices:
	  • shackles
	  • hammerlocks
	  • chain
	  • wires
	  • ropes
	  • Clevis pin connectors
	  • G, C, D and sister clips
	• floatation devices
	• ground gear
	• hangings and lashings
	• lifting gear
	• net skiff
	• over shoot rope and bridles, and heaving lines
	• purse rings or clips
	• purse rope
	• purse seine
	• wire clamps.

Reconditioned may mean:	• all components, except for the netting material • chain measured and replaced • connecting devices inspected and replaced • wire rope measured and re-spliced.

Machinery may include:	• capstans
	• lifting gear:
	  • block and tackle
	  • brail
	  • fish pump
	  • hydraulically operated crane
	  • mast and boom
	  • 'Puretic' power block
	  • 'Triplex' net handling systems
	• net skiff

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RANGE STATEMENT	
	• purse rope winches.
Used may mean:	• fishing gear is connected to the machinery • gear is guided onto machinery operated by other personnel • machinery is operated under supervision.

Containment devices may include:	• brine tanks
	• fish boxes:
	  • coffins
	  • exchangeable market boxes
	  • freezing cartons
	  • wash boxes
	• ice rooms
	• pounded deck areas
	• sorting trays.

Prepared may mean:	• boxes sufficient for sorting are arranged ergonomically • brine tank hatches arranged • cleaned • disinfected • exchangeable market boxes are accounted for • freezer carton liners applied • freezing cartons assembled.

Sorted may include:	• as by-catch
	• as seafood or bait for retention
	• by legal length
	• by sex:
	  • male or female
	  • sexual stage
	• by size
	• by species.

Unit Sector(s)

Unit sector	Fishing operations

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFISH209C Maintain the temperature of seafood

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves maintaining the temperature of seafood and seafood products at appropriate levels. The techniques used include icing, preserving in chilled brine and freezing. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit is applicable to onboard fishing vessels and all premises involved in the production, handling and distribution of seafood and seafood products. It does not refer to live animals being transported or held. The operation of refrigeration plant is covered by SFISTOR301C *Operate refrigerated storerooms*. Assembling and loading of seafood and seafood product is covered by SFISTOR203C *Assemble and load refrigerated product*. Transport of live seafood is covered by SFISTOR204A *Prepare, pack and dispatch stock for live transport*. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare temperature control system for receiving ***seafood***	1.1. ***Storage containers*** are selected, gathered, cleaned and ***arranged*** to accept seafood. 1.2. ***Temperature control system*** is arranged to accept seafood or containers of seafood safely and hygienically.

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ELEMENT	PERFORMANCE CRITERIA
	1.3. Seafood is loaded into selected storage containers to ensure that the ***quality of the seafood*** is maintained.
2. Preserve seafood using a temperature control system	2.1. Containers of seafood are loaded into a prepared refrigeration system, where appropriate. 2.2. Seafood containers are arranged within the refrigeration system, where appropriate, to ensure efficient unloading and maintenance of ***appropriate product temperature***. 2.3. ***Cooling medium*** is applied to seafood. 2.4. Temperature control system is monitored to ensure ***operating efficiency***. 2.5. Seafood temperature is measured, monitored and maintained within guidelines and corrective action is taken, when required. 2.6. Seafood is ***handled safely and hygienically***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• arranging seafood containers
• cleaning a temperature control system
• monitoring temperature control system and seafood temperature
• using documentation associated with the movement of seafood between locations
• using seafood containers
• using seafood handling practices:
  • hygiene
  • safe lifting.
 	
Literacy skills used for:
• reading and writing product labels, inventories, invoices and receipts.
 	
Numeracy skills used for:
• monitoring temperature.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• characteristics, procedures and uses of cool rooms • cool chain principles and practices • correct storage temperature for a range of produce • methods of ensuring effective temperature control using a variety of media • methods of maintaining stability and watertight integrity when loading and unloading from vessels • OHS standards • personal, workplace and product hygiene • planning the placement of seafood to aid loading and unloading • principle of cooling product to optimise quality • quality changes that could take place if product or stock is incorrectly handled/stored • relationship between seafood temperature and spoilage • storage methods relevant to different seafood products • temperature settings within storage facilities.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • maintain product quality and safety through correct temperature control • monitor the critical temperature of seafood. Assessment must confirm knowledge of: • appropriate temperatures • food safety legislation requirements • parameters that indicate seafood quality.
Context of and specific resources for	Assessment is to be conducted at the workplace or in a

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EVIDENCE GUIDE	
assessment	simulated work environment. Resources may include: • temperature measuring equipment • facilities for handling seafood product • seafood containers • seafood • ice rooms • brine tanks • freezers.
Method of assessment	The following assessment methods are suggested: • written or oral short-answer testing • observation of practical demonstration • practical exercises • project work.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard

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RANGE STATEMENT	
	identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may	• Australian Shellfish Sanitation program • display, packaging and sale of food, including

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RANGE STATEMENT	
include:	seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP and other risk minimisation systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, and stock health maintenance • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material

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RANGE STATEMENT	
	• using and recycling of water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

Seafood may include:	• fresh, frozen or live
	• species and products in any state, for example:
	  • aquatic plants
	  • cooked or raw
	  • fillets
	  • opened or unopened molluscs
	  • ornamental species or other aquatic products
	  • processed or unprocessed seafood
	  • whole fish.

Storage containers may include:	• fish boxes
	• freezer cartons:
	  • cardboard
	  • plastic

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RANGE STATEMENT	
	• netting bags.

Arranged to ensure:	• critical temperature of product is achieved and maintained
	• stability of vessels:
	  • free surface effect
	  • longitudinal and transverse
	• systematically to aid loading and unloading, and packing and unpacking
	• watertight integrity of vessels:
	  • hatches replaced
	  • ice removed
	  • plastic bags stowed
	  • sumps clear

Temperature control system may:	• involve chilling only or chilling and freezing • use ice • use refrigeration (the operating temperature of refrigeration system is attained before seafood is loaded).

Quality of the seafood is maintained by:	• contact with cooling medium
	• identifying species by correct fish name on label
	• including packing date on label
	• preventing:
	  • bruising
	  • crushing
	  • freezer burn
	• using rate of cooling appropriate to seafood product
	• using appropriate packaging.

Appropriate product temperature will vary according to the:	• biological and environmental requirements of the species
	• state of the product, for example:
	  • cooked
	  • frozen
	  • live
	  • opened
	  • processed.

Cooling medium may be:	• ice • ice slurry

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RANGE STATEMENT	
	• chilled brine • forced draught coolers • plate freezers • blast freezers.

Operating efficiency is achieved by:	• monitoring components and de-icing:
	  • evaporators
	  • valves.

Handled safely and hygienically may include:	• following stock or product rotation practices • using appropriate PPE • checking and improving air quality in the refrigeration system • using safe lifting practices.

Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFISH210C Assemble and repair damaged netting

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves repairing various types of damage that occurs to netting material used for fish or prawn trawls, purse seines, beach seines or gill nets. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application to fishing operations. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, maritime and occupational diver codes of practice and procedures and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare netting material for repair	1.1. Netting ***material*** is arranged and repair ***tools*** organised to maximise job ***efficiency*** and safety. 1.2. Material required for the ***repair operation*** is identified by ***measuring*** existing material or by reference to a gear plan. 1.3. Damaged netting is removed using net work tools and disposed of correctly. 1.4. ***Retained netting is prepared*** ready to accept replacement. 1.5. Replacement netting is ***shaped*** with net repair tools. 1.6. Replacement netting is ***strengthened*** according to the gear plan or supervisor's instructions before being

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ELEMENT	PERFORMANCE CRITERIA
	added to the net.
2. Mend holes and rips using twine	2.1. Starting points are identified and twine is ***secured*** to the netting according to supervisor's instructions. 2.2. Twine is used to tie ***knots*** that make meshes to resemble original ***netting***. 2.3. Twine is secured at the end of the repair according to supervisor's instructions.
3. Mend large scale damage using netting material	3.1. Starting points are identified and twine is secured to the netting according to supervisor's instructions. 3.2. Existing and replacement material is ***joined*** using twine and knots to resemble original netting. 3.3. Existing and replacement material is joined using twine and ***lacing*** to resemble original netting.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• cutting tapers into netting material • joining panels of netting of different sized meshes • mending damage to hung areas of netting • mending rips and holes by sewing twine and knots • preparing repair jobs by establishing start and end points and either meshes or points in between • repairing large scale damage to netting material by sewing in patches and panels • recognising polyethylene and polyamide netting • strengthening netting material • using a taper table to design netting panels of a required depth, width or taper • using net mending tools. **Literacy skills used for**: • interpreting the abbreviations on a gear plan • reading tables describing the effect of tapers on panel shape.

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REQUIRED SKILLS AND KNOWLEDGE
Numeracy skills used for: • calculating joining ratios • counting meshes • counting the ply of twine • measuring the diameter of twine.
Required knowledge
• factors which contribute to an efficient, fast and safe net mending job • how a gear plan describes a net • measuring techniques for different types of netting • naming, identifying and understanding different netting terms • order in which knots are tied to form netting material.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • mend damage to hung areas of netting • mend rips in netting • repair large scale damage to netting material by sewing in patches and panels • repair various types of damage that occurs to the netting material used for fish or prawn trawls, purse seines, beach seines or gill nets. Assessment must confirm knowledge of: • how a gear plan describes a net.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment.

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EVIDENCE GUIDE	
	Resources may include: • different types of netting requiring repair • fully operational net repair area.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and

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RANGE STATEMENT	
	visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • using and recycling of water, and maintaining water quality.
PPE may include:	• gloves, mitts or gauntlets • non-slip and waterproof boots (gumboots) or other safety footwear • protective eyewear, glasses and face mask • respirator or face mask • safety harness

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RANGE STATEMENT	
	• sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms or overalls.

Material may include:	• gill netting:
	  • monofilament
	  • multi-monofilament
	• trawl and purse seine netting:
	  • polyamide (nylon) (PA)
	  • polyethylene (PE)
	  • braided twine
	  • knotted and knotless netting
	  • twisted twine
	• strengthening ropes.

Tools may include:	• knives
	• measuring devices:
	  • marked rod
	  • mesh gauge
	  • ruler
	• netting needles:
	  • bone
	  • flat
	• scissors
	• stands
	• tensioning devices.

Efficiency may include:	• posture of workers • proximity to resources • safety of working area • speed of work • worker comfort.

Repair operation may include:	• holes
	• joining two panels with:
	  • sewing
	  • lacing
	  • additional strengthening ropes
	  • different sized meshes
	• patches
	• patching
	• rips.

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RANGE STATEMENT	

Measuring may include:	• material type:
	  • PE
	  • PA
	  • braided
	  • monofilament
	  • twisted
	• mesh size for fisheries regulation purposes
	• mesh size for mending purposes
	• twine:
	  • ply
	  • diameter
	  • tex and Rtex.

Retained material is prepared may include:	• knots:
	  • cleaned off
	  • remaining
	• starting point
	• end point
	• all other meshes, either:
	  • points
	  • meshes.

Shaped may include:	• all meshes • all points • all bars • combinations of above to form tapers.
Strengthened may include:	• bordering with stronger netting • gathering meshes • strengthening ropes • use of double twine • use of selvedge.
Twine may be ***secured*** by:	• double sheet bend • sheet bend with overhand knot.
Knots may include:	• baiting • double sheet bend • joining (fisherman's) knot • rolling hitch or hanging knots • sheet bend tied horizontally and vertically • side knot: • net maker's

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RANGE STATEMENT	
	• two half hitches • sewn with meshes horizontal • sewn with meshes vertical.

Netting may include:	• regular meshes of netting
	• meshes running through a join in two panels
	• meshes along the side of a panel:
	  • all bar taper decreasing along a hung edge
	  • all bar taper increasing along a hung edge
	  • combinations of points, meshes and bars to form a taper.

Joined may include:	• mesh to mesh • point to point • taper to taper • gathering meshes together.
Lacing may include:	• in seine netting • strengthening ropes • temporary mending • two panels together.

Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFIFISH211A Provide support for diving operations

Modification History

Release	TP Version	Comment
1	SFI11v2	Initial release. Supersedes and is not equivalent to *SFIFISH201C Provide support for diving operations*

Unit Descriptor

This unit of competency involves providing assistance to personnel conducting diving operations for work purposes. Support responsibilities may include performing checks on equipment, identifying occupational hazards and performing lookout duties. It may also include carrying out the roles and responsibilities of supervision when specified by industry guidelines.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

This unit is applicable to a diving assistant in the fishing, aquaculture or ornamental/display sectors of the seafood industry.

Diving using breathing equipment is not required in this unit.

Codes of practice covering diving ***operations*** for an industry sector and/or a geographic region may not require the support of a diving assistant. Reference should be made to local codes of practice and industry standards covering diving operations.

All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, maritime and occupational diver codes of practice and procedures and ***ecologically sustainable development*** (***ESD***) ***principles***.

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Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

HLTFA311A Apply first aid

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Complete pre-dive safety checks	1.1. Availability of all ***essential equipment*** is confirmed 1.2. Major components of diving equipment are ***checked*** to ensure they are working efficiently and safely
2. Identify occupational hazards	2.1. Watch keeping techniques are used to identify occupational hazards and divers requiring assistance 2.2. ***Occupational hazards*** that may cause injury or harm are ***assessed*** and action is taken to remove or minimise hazards 2.3. Systems and procedures to reduce hazards are devised and implemented

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ELEMENT	PERFORMANCE CRITERIA
3. Support diving operations	3.1. Pre-dive plan is devised in consultation with divers to identify hazards and contingencies 3.2. Diver is briefed to establish and confirm the procedures to be used during the diving operation 3.3. Equipment is used to supply the diver with a safe and suitable working environment 3.4. Checks are made as required in the pre-dive plan 3.5. ***Records*** describing checks made and events occurring above water are kept 3.6. Dive ***procedures*** used on the surface are followed according to the pre-dive plan 3.7. Assistance is provided to diver in monitoring dive times and dive frequency
4. Monitor the physical condition of the diver and provide assistance, as required	4.1. Signs and symptoms of injury and other information relevant to the situation are monitored on a continuous basis and used to assess the diver's ***physical condition*** 4.2. ***Assistance*** appropriate to the diver's physical condition is provided to minimise injury or harm 4.3. ***Decompression procedures*** are applied, as required, to minimise the risk of an adverse medical condition
5. Store and maintain diving equipment	5.1. Equipment is checked for serviceability, faulty equipment is marked and maintenance is arranged 5.2. Equipment is stowed 5.3. Records are completed in a legible manner and forwarded to supervisor or stored

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Required skills include: • administering first aid • checking equipment to ensure operability • communicating with diver on pre-dive plan and procedures

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REQUIRED SKILLS AND KNOWLEDGE

• conforming with dive procedures relevant to the role of diver's attendant
• maintaining diving equipment and identifying and rectifying basic faults
• using equipment required for the support of diving operations (note: diving using breathing equipment is not required in this unit)
• watch keeping
• literacy skills to:
  • interpret industry codes of practice and guidelines
  • keep records
  • read the diver's medical companion in case of emergency
  • complete 'dive accident medical information' forms
• numeracy skills to:
  • perform basic calculations involving pressure-volume-temperature relationships
  • use dive decompression tables

Required knowledge
Required knowledge includes: • diving procedures relating to surface activities specified by enterprise and industry guidelines • hazards which may be encountered by a diver • principles of diving physics relating to the practical application of the gas • procedures for using decompression tables • symptoms and signs of a diver's physical conditions as observed in a diver

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • stow and maintain diving equipment, and identify and rectify basic faults • assist personnel conducting diving operations to perform work in the fishing, aquaculture or ornamental/display sectors of the seafood industry

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EVIDENCE GUIDE	
	• devise and implement systems and procedures that reduce underwater hazards • maintain a surface supply of air to the diver • maintain a watch to identify hazards, assess the hazards and take appropriate action • record and access diving information • respond to emergency situations and access assistance as required Assessment must confirm knowledge of: • content of the pre-dive plan that forms the basis of dive briefings • decompression procedures • hazards associated with the operation • physics as it relates to gas laws • symptoms and signs of diving medical conditions
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • a realistic but predictable diving environment with assistance at hand • diving equipment as listed in the range of variables
Method of assessment	The following assessment methods are suggested: • demonstration • practical exercises • project (work or scenario based) • written or oral short-answer testing
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Operations may be for:	• checking and removing tangles from vessel propeller
	• checking underwater equipment
	• collecting lost tools and equipment, dead animals and debris
	• collecting sea animals:
	  • abalone
	  • bivalve molluscs
	  • beche-de-mer
	  • corals, live rock or other invertebrates
	  • crayfish and lobsters
	  • sea urchin
	  • seaweed or algae
	• collecting sediment or other environmental samples
	• eradicating or removing predators
	• installing, servicing and maintaining ponds, cages, longlines and associated equipment
	• tending aquacultured or held (display) animals

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations,

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RANGE STATEMENT	
	safety at sea and pollution control • OHS hazard identification, risk assessment and control
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions

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RANGE STATEMENT	
	• reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality
PPE may include:	• buoyancy vest or personal floatation device (PFD) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders)

Essential equipment may include:	• decompression equipment:
	  • depth gauge
	  • shot-line
	  • spare air
	  • watch
	• diving suits:
	  • dry
	  • warmed
	  • wet
	• self-contained underwater breathing apparatus

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RANGE STATEMENT	

	(SCUBA)
	• surface-supplied breathing apparatus (SSBA)
	• safety and emergency:
	  • first aid kit
	  • oxygen
	  • bail out bottle
	• weights, tools, fins, mask, buoyancy apparatus and catch bags

Major components of diving equipment are ***checked*** for:	• presence, suitability and operability of:
	  • vessel equipment
	  • diving equipment
	  • safety and emergency equipment
	• pre-dive conditions
	• diving conditions
	• post-dive conditions

Occupational hazards may include:	• aquatic animals
	• entanglement
	• isolation of the dive site
	• other vessels
	• sharp objects
	• water character:
	  • clarity
	  • current
	  • temperature
	• weather
	• underwater terrain

Occupational hazards can be ***assessed*** by:	• identifying causes • listing hazards • predicting potential for and likelihood of hazards

Records may include:	• air quality checks
	• catch, location and number of dives
	• diving equipment maintenance
	• manually recorded or dive computer data:
	  • air use
	  • clarity
	  • current
	  • dive duration
	  • entry and exit times

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RANGE STATEMENT	
	• injury • maximum depth • temperature
Procedures may relate to:	• pre-dive • dive • post-dive • maintenance • shore diving • vessel diving

Physical condition may include:	• burns
	• decompression sickness:
	  • factors affecting predisposition
	• hypothermia
	• hyperventilation
	• lung or ear drum barotrauma
	• near drowning, drowning and saltwater aspiration
	• poisoning, toxicity and narcosis resulting from:
	  • carbon monoxide
	  • carbon dioxide
	  • oxygen
	  • stings and wounds inflicted by marine animals
	• shock from bleeding
	• squeezes

Assistance may be:	• first aid • from external sources • routine • using radio or electronic communications equipment

Decompression procedures may include:	• ascent rate
	• diving physics:
	  • partial pressures in gas mixtures
	  • pressure-depth relationship
	  • pressure-volume-temperature relationship for gasses
	• flight time exclusion
	• pressure-solubility relationship for gases

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RANGE STATEMENT	
	• repetitive group • safety stops • surface interval

Unit Sector(s)

Fishing operations

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SFIFISH214B Contribute to at-sea processing of seafood

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves the processing of seafood on board a fishing vessel, including sorting, preventing spoilage, grading, packing, labelling, chilling, freezing and unloading the catch. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to a deckhand on a fishing vessel that processes catch whilst at sea. Processing immediately after harvest means the catch enters the cold chain at peak quality. Vessels can extend the time they stay at sea before having to unload the catch at port or to another vessel. Skills in sorting, grading and labelling and preventing spoilage are also transferrable to on-shore seafood processing facilities. In some cases a refrigerated area may be classed as a confined space, in which case entry may be subject to licensing requirements in some states and territories. Operation of some load shifting equipment may also be subject to licensing requirements. This unit does not cover the requirements to obtain licences. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and

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	calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		
	SFICORE101C	Apply basic food handling and safety practices

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Sort targeted seafood products from by-catch and other matter	1.1. ***Sorting area*** is prepared to receive the new catch and the new catch is separated from the previous catch. 1.2. Various seafood species are correctly identified and separated from other matter. 1.3. Defective products are isolated from good quality products. 1.4. ***By-catch*** is correctly identified and handled quickly and safely.
2. Grade seafood products according to enterprise specifications	2.1. Identify and ***grade*** seafood products according to species, quality and size to meet enterprise, customer and legislative requirements. 2.2. Clean and sanitise grading area and equipment after use.
3. Undertake spoilage prevention process	3.1. Product washing procedures are carried out appropriately. 3.2. ***Seafood product protective processes*** are safely carried out. 3.3. Processing plant and equipment are cleaned and sanitised after use.
4. Pack, weigh, close and label seafood products	4.1. Accuracy of ***scales*** is checked according to enterprise and supplier procedures. 4.2. ***Enterprise specifications for packing***, ***weighing***, ***closing and labelling seafood products*** are correctly followed. 4.3. Processing plant and equipment are cleaned and sanitised after use.
5. Store seafood products in raw seawater tank, chiller or freezer	5.1. ***Chilling or freezing area is prepared*** to receive ***seafood products***. 5.2. Chilling or freezing area is correctly loaded to ensure required product temperature is maintained. 5.3. Products are monitored and maintained while in the chilling or freezer area.
6. Unload seafood products	6.1. Seafood products are ***unloaded*** in a manner that maintains quality and temperature according to enterprise, food safety and legislative requirements. 6.2. Chilling or freezing area and unloading equipment are cleaned.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• checking the grading accuracy • cleaning and maintaining the workplace and work area • disposing correctly and safely of unwanted and disallowed by-catch • grading products according to enterprise requirements • loading products correctly into chilling or freezing area • monitoring the quality of products while they are in the chilling or freezing area • packing, weighing and labelling seafood products according to enterprise requirements • sorting the catch according to enterprise requirements and industry regulations • unloading products so that the cold chain is maintained • washing the product and applying correct spoilage-prevention measures. **Literacy skills used for**: • reading and following workplace instructions • reading and labelling product information on packed seafood products • reading scales, temperature gauges, chemical labels and manufacturer instructions. **Numeracy skills used for**: • counting quantity of seafood product, containers and other related packaging equipment.
Required knowledge
• application of seafood spoilage-prevention methods • by-catch regulations • enterprise and industry standards for the processing of export and domestic products • OHS requirements when working with chemicals • personal, workplace and product hygiene.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to perform all the tasks required to contribute to the at-sea processing of seafood product so as to maintain the quality of the product at all times. Assessment must confirm the ability to: • sort catch • identify species and correctly handle by-catch • wash, grade and pack product according to enterprise and regulatory standards • load chilling or freezing compartments • monitor and maintain product, chiller and freezer temperatures • unload seafood products. Assessment must confirm knowledge of: • by-catch regulations • chemical storage and safety • chilling and freezing techniques and maintenance of the cold chain • enterprise and regulatory quality procedures for at-sea processing of seafood • food handling and safety regulations • procedures for entering confined spaces.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • operational vessel with a range of equipment • seafood product and processing equipment or machinery • enterprise policies and procedures manual.

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EVIDENCE GUIDE	
Method of assessment	The following assessment methods are suggested: • written or oral short-answer testing • observation of practical demonstration • practical exercises • project work.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification, for example, SFIFISH209C Maintain the temperature of seafood.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • health and welfare of aquatic animals • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid

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RANGE STATEMENT	
	kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • licensing for high risk activities, such as confined space entry and load-shifting equipment in some states and territories • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP and other risk minimisation systems • location, construction and servicing of seafood premises • people, product and place hygiene and

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RANGE STATEMENT	
	sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, and stock health maintenance • minimising noise, dust, light or odour emissions • reducing energy use • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position

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RANGE STATEMENT	
	Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Sorting area may include:	• deck • sorting table • undercover or exposed.
By-catch may be:	• retained • returned to sea.
Grading may be according to:	• enterprise and/or customer specifications • size • species • quantity • quality • legislative requirements.
Seafood product protective processes may include:	• Antidot • enterprise or food safety washing procedures • Everfresh • HQBacterol F • metabisulphite • salt.
Scales may be:	• electronic • computerised • manual.

Enterprise specifications for packing, ***weighing***, ***closing and labelling seafood products*** may include:	• packing:
	  • bags
	  • cartons
	  • containers
	  • fish bins
	  • live tanks

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RANGE STATEMENT	

	• weighing:
	  • random or fixed weight
	  • net or gross weight
	  • legislated or enterprise tolerance range
	• package closure methods:
	  • adhesive tape
	  • glue
	  • self-closing tabs
	  • strapping machine
	• labelling requirements:
	  • additives
	  • cooked or raw
	  • placement
	  • product type
	  • product type
	  • species
	  • species
	  • stick on, stamped or marked
	  • temperature
	  • weight.

Chilling or freezing area may be ***prepared*** for:	• chilling:
	  • ice
	  • ice slurry
	  • refrigerated air
	  • refrigerated seawater (RSW)
	• freezing:
	  • blast freezer
	  • cryogenic freezer
	  • immersion freezer
	  • plate freezer.

Seafood products may include:	• chilled or frozen products • fish fillets • gilled and gutted fish • half shellfish • head and gutted fish • shellfish (live or dead) • shellfish meat • whole fish (live or dead).

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RANGE STATEMENT	

Unloading may:	• be from a:
	  • chiller
	  • freezer
	  • RSW tank
	  • deck bin
	  • live tank
	• be to a:
	  • freezer truck
	  • truck with fish bins
	  • live holding tank
	  • another vessel
	• involve an unloading method, such as:
	  • booms, winches and cranes
	  • by hand
	  • conveyor belt
	  • pallets.

Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFISH215B Apply deckhand skills aboard a fishing vessel

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves basic deckhand duties aboard a fishing vessel, including rope work, assisting in anchoring, mooring, operating winches and windlasses, and preparing a fishing vessel for sea. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to a deckhand role aboard a fishing vessel. Someone undertaking deckhand duties may also undertake other work roles, such as cooking, and onboard processing. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, maritime and occupational diver codes of practice and procedures, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Use and maintain ropes and perform basic knots, bends, hitches, splices and common whipping	1.1. ***Operations*** are carried out safely. 1.2. Rope materials, methods of construction, measurement methods, physical characteristics and common areas of use are correctly identified. 1.3. Ropes are checked for wear, maintained, coiled and stowed correctly. 1.4. Knots, bends and hitches are tied neatly and securely and used according to their correct application.

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Ropes are spliced neatly and securely according to their correct application and rope ends are whipped, where appropriate, to maintain good condition.
2. Operate winches, capstans and windlasses	2.1. Winches, capstans and windlasses are selected, as appropriate, checked and prepared for operation prior to use. 2.2. Winches, capstans and windlasses are safely operated to carry out fishing vessel deck operations.
3. Secure the vessel at anchor	3.1. Securing of the vessel is carried out. 3.2. Preparation of the anchor and equipment prior to letting go is appropriate to the depth of water, weather and sea conditions, and tidal range in area of operation. 3.3. Quantity of anchor cable run out or recovered complies with orders provided. 3.4. Control of the cable is maintained within safe operating limits during normal operation. 3.5. Degree to which the anchor and equipment is secured on completion of anchoring operations is appropriate to forecast conditions and complies with orders provided. 3.6. Manufacturer recommendations and anchoring requirements are followed during anchor winch operations. 3.7. Anchoring area is kept free of loose ropes, wires and debris throughout all operations.
4. Secure and adjust the vessel's position during mooring operations	4.1. ***Mooring*** of the vessel is carried out correctly. 4.2. Mooring lines and associated equipment are handled safely and efficiently at all times. 4.3. Mooring area is kept free of loose ropes, wires and debris throughout all operations. 4.4. Tension on mooring lines is maintained at a level appropriate to the stage and nature of the operation when warping the vessel or maintaining position. 4.5. Reports of incidents made to supervisory personnel are complete, clear and concise, and at a time designed to maximise the mooring security of the vessel. 4.6. Mooring lines are secured according to orders provided, forecast tidal conditions and planned vessel operations. 4.7. Equipment malfunction or problems during

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ELEMENT	PERFORMANCE CRITERIA
	operations are promptly recognised and appropriate ***corrective action*** taken.
5. Monitor the situation of the vessel when moored or anchored	5.1. Monitoring operations are planned and ***carried out*** for safe operations. 5.2. Frequency, timing and coverage of scheduled checks and inspections comply with watch-keeping instructions. 5.3. Action taken in the event of ***irregularities or abnormal conditions*** is appropriate to their significance and within own responsibility to implement. 5.4. Reports of incidents made to supervisory personnel are complete, clear and concise, and at a time designed to maximise the safety and integrity of the vessel. 5.5. Restrictions on access to the vessel by visitors are in accordance with watch-keeping instructions.
6. Secure the vessel	6.1. Checks on vessel security are planned and carried out safely. 6.2. ***Coverage*** and frequency of checks and inspections on the vessel's seaworthiness comply with orders received. 6.3. Watertight integrity is checked and appropriate action taken to prepare for prevailing and forecast weather and sea conditions. 6.4. Degree to which the vessel is ***secured*** is appropriate to prevailing and forecast conditions and complies with orders received. 6.5. Action taken in the event of irregularities is appropriate to their significance and within own responsibility to implement. 6.6. Reports of conditions made to supervisory personnel are completed accurately and correctly. 6.7. Reports to supervisory personnel on irregularities beyond own ability to rectify are clear and concise, and made in time to enable remedial action to be taken.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

- assisting in different types of mooring operations:
  - adjusting mooring during a port stay
  - making fast and letting go fore and aft to a wharf
  - making fast and letting go to a single-point mooring
  - preparing area for operation
  - rigging safe access to a vessel
  - using springs that manoeuvre a vessel to and from a wharf
- checking cargo condition, such as catch temperature
- handling ropes and wires:
  - coiling and stowing ropes
  - identifying different rope material and construction
  - performing an eye splice, back splice and a short splice
  - performing common whipping on ropes and line
  - preparing and throwing a heaving line
  - tying a half hitch, clove hitch, round turn and two half hitches, rolling hitch and timber hitch
  - tying a sheet bend and a double-sheet bend
  - tying an overhand knot, figure-eight knot, reef knot, bowline and cod-end knot
  - using knots, bends and hitches and securing arrangements
  - using stoppers
- letting go and weighing anchor:
  - communicating with controller
  - displaying signals
  - handling anchor-securing arrangements
  - preparing an anchor buoy
  - recovering a foul hawse
  - removing debris from an anchor
  - single and twin anchor (such as running moor) operations
- reporting incidents and events to supervisory personnel
- securing equipment and objects for sea passage, transit in port or ready for use, including:
  - cargo
  - containers
  - drawers and cupboard doors in accommodation and storage spaces

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REQUIRED SKILLS AND KNOWLEDGE

- galley utensils and stores
- large pieces of vessel equipment, such as gangways, spare fishing gear and anchors
- machinery spares
- personal items

- taking contingency actions when encountering a malfunction or problem caused by:
  - adverse weather
  - cargo or cargo-securing arrangements
  - damage to moorings
  - failure of moorings and equipment
  - inability to maintain vessel in position
  - insufficient mooring length or strength
  - poor leads
- using and identifying synthetic rope and wire mooring lines:
  - back springs
  - bow and stern ropes
  - breast lines
  - fore and aft springs
- using different anchoring and mooring winches:
  - stand-alone winches
  - tension winches operated in manual or self-tensioning modes
  - windlasses and capstans with drum ends
- using power operated equipment:
  - capstans
  - cranes and derricks
  - winches associated with fishing
- using securing arrangements, such as:
  - impounding
  - lashing
  - patent securing arrangements.

Literacy skills used for:

- reading safety rules and regulations.

Numeracy skills used for:

- estimating safe working loads of ropes and wires

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REQUIRED SKILLS AND KNOWLEDGE

- reading levels of tanks and void spaces
- reading temperature-monitoring devices.

Required knowledge

- anchor cable markings
- anchor, cable and equipment on a specific vessel
- appropriate health and hygiene practices
- characteristics of different types of mooring ropes
- codes of safe work practice and safety rules and regulations
- construction of the vessel sufficient to understand which areas need to be made watertight
- curing the vessel for sea
- different configurations of mooring lines for various parts of a vessel
- different types of anchor
- hazards that could occur if the operation is not controlled properly
- how to make the vessel watertight
- indications of, and hazards associated with, breaking mooring lines
- knots, bends and hitches and their applications
- means of access
- requirements for access equipment
- status of safety equipment
- the method of operation of cargo-lifting and securing equipment
- principles relating to:
  - effects of unequal tension on mooring lines and the use of fixed mooring lines
  - how a vessel is made fast to the wharf
  - how a vessel normally lies to an anchor and cable
  - how vessel displacement or profile and prevailing wind or current affect anchoring operations
  - mooring systems, including the specific functions of the mooring leads
  - the correct application of common knots, bends and hitches
- procedures relating to:
  - checking and inspecting the seaworthiness of the vessel
  - displaying signals, flags, lights and shapes
  - effect of the rise and fall of tide when berthed
  - maintaining a deck watch in port
  - maintenance of different types of rope
  - operating powered equipment in all modes, including emergency operation
  - preparing deck machinery for use in ambient conditions
  - routine and emergency operation of anchors
  - securing all areas and equipment for sea prior to departure

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REQUIRED SKILLS AND KNOWLEDGE
• splicing rope and tying common knots, bends and hitches • use of winches, capstans and windlasses • warping a vessel to various configurations at a wharf.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package..	
Overview of assessment	

Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to:
	• deal with security contingencies
	• identify malfunctions or possible problems and implement contingency plans
	• monitor and control access
	• perform knots, bends, hitches, splicing and whipping
	• perform routine checks and inspections of vessel:
	  • security
	  • seaworthiness
	  • watch-keeping duties
	• prepare anchor equipment for use and control during operation
	• prepare winches and capstans associated with fishing for use and control during operation
	• progress mooring operations to completion
	• report on conditions
	• secure anchoring equipment, winches and capstans on completion of operations
	• secure mooring area on completion of operations
	• use, maintain and repair ropes and lines
	• secure the vessel.
	
	Assessment must confirm knowledge of:
	• procedures for entering dangerous and enclosed

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EVIDENCE GUIDE	
	spaces • safety rules and regulations during operation.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • facilities for negotiating buoyage systems and traffic • operational vessel with a range of equipment.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits

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RANGE STATEMENT	
	and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • Hazard Analysis Critical Control Point (HACCP) and other risk minimisation systems • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code • temperature and contamination control along

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RANGE STATEMENT	
	chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask

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RANGE STATEMENT	
	• safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

Operations may include:	• anchoring:
	  • emergency
	  • letting go and recovery
	  • routine
	• anchor winches
	• at sea and ashore
	• cable and rope winches
	• communications and signalling
	• hydraulic, electric and mechanical
	• manual handling of equipment
	• monitoring:
	  • departure
	  • display of signals, flags, lights and shapes
	  • environmental impact
	  • mooring integrity during tidal movements
	  • routine fire and security rounds and inspections
	  • safe access to and about the vessel
	  • visitors to the vessel
	• mooring:
	  • adjustment from both fore and aft mooring positions
	  • berthing and unberthing to a wharf
	  • mooring and unmooring to a single point
	  • rigging and recovering means of access to the vessel
	• net haulers
	• pot or trap haulers
	• powered winch, capstan and windlass
	• rope work
	• securing:
	  • completion of operations and maintenance
	  • heavy weather

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RANGE STATEMENT	
	• long or short voyages • prior to departure • routine situations • three, four or eight-strand rope • varying weather conditions • wire rope.
Mooring may mean :	• at a single point • berthed alongside a wharf.
Corrective action may include:	• adjustment • reporting incident to supervisory personnel • temporary line repair.
Carried out may include:	• by day • by night • in adverse weather conditions.
Irregularities or abnormal conditions are those that may affect the safety and integrity of:	• crew • equipment • materials, such as cargo • vessel.
Coverage may include:	• accommodation spaces • deck area • engine room • galley • personal facilities • processing area • storage spaces • wheelhouse.
Secured may include:	• accommodation and storage spaces • anchors • galley, stores and equipment • large objects likely to move in a sea way • lifting appliances and associated equipment • material on deck and below, such as cargo • openings • slack tanks pressed up.

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Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFISH309B Construct nets and customise design

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves constructing nets used as fish or prawn trawls, purse seines, beach seines, gill nets and the net component of holding cages and, where necessary, customising a net design to suit enterprise specifications. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application to fishing operations. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, maritime and occupational diver codes of practice and procedures and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		
	SFIFISH210C	Assemble and repair damaged netting

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare netting material for construction	1.1. ***Suitable*** net construction area is identified and sufficient space organised to maximise ***job efficiency***. 1.2. Appropriate net design is identified and netting and joining ***material*** of the correct ***measurement*** required for construction is sourced. 1.3. Net work ***tools*** are identified and organised to maximise job efficiency and safety. 1.4. Netting and net work tools are selected according to the net design. 1.5. Netting is ***shaped*** and ***strengthened*** according to the

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ELEMENT	PERFORMANCE CRITERIA
	net design. 1.6. Shaped sections of netting material are ***joined*** so as to ensure secure seams and maintain net symmetry.
2. Prepare associated net components for construction	2.1. Associated net ***components*** are identified and sourced. 2.2. Components are prepared ready to secure to the netting material or other components according to the net design selected. 2.3. Components are organised so that they can be ***attached*** in a way that maximises job efficiency and enterprise OHS requirements.
3. Attach netting material to associated components	3.1. Appropriate attachment tools and ***materials*** are identified and organised to maximise job efficiency and safety. 3.2. Netting material is attached securely to the appropriate attachment component according to specified ratios. 3.3. Other associated components are attached securely according to net design.
4. Customise net design	4.1. Net design is identified and analysed for suitability for customisation. 4.2. ***Alterations*** are made to the net design to maintain net symmetry and function according to enterprise or industry specifications. 4.3. Normal net construction processes are followed utilising the customised net design.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• attaching netting to attachment component securely and in line with required attachment ratios • counting correct number of meshes and direction of meshes for each panel • customising a net design to maintain net symmetry and function • cutting tapers into netting material

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REQUIRED SKILLS AND KNOWLEDGE

- joining panels of netting of different sized meshes
- joining panels to maintain net symmetry
- preparing net construction jobs by establishing quantity of netting required
- recognising polyethylene (PE) and polyamide (PA) netting
- routine workplace communications to exchange information, clarify expectations, give directions and report on progress and issues
- using taper tables to construct netting panels of a required depth, width or taper
- using safe manual handling techniques, including minimising the risk of repetitive, forceful, constrained or awkward postures
- strengthening netting material
- using net construction tools.

Literacy skills used for:

- interpreting a gear plan
- reading tables describing the effect of tapers on panel shape.

Numeracy skills used for:

- calculating customisation ratios
- calculating joining and attachment ratios
- counting meshes
- counting the ply of twine
- measuring the diameter of twine.

Required knowledge

- factors which contribute to an efficient, fast and safe net construction job
- hazards which exists in the workplace, including:
  - considerations for choosing between different control measures, such as possible inadequacies of particular control measures
  - the range of control measures available for these hazards
- measuring techniques of different types of netting and net attachment hanging ratios, and calculation methods
- naming, identifying and understanding different netting and net component terms
- netting panel joining and component attachment methods
- operating principles of a net and understanding a net design plan
- principles of net design customisation so as to maintain net symmetry and function
- the provision of OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, employees and other parties with legal responsibilities.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • attach associated components to the net • attach netting using the net design ratio to the appropriate attachment component • construct repairs for various types of damage that occurs to the netting material used for fish or prawn trawls, purse seines, beach seines, gill nets and the net component of holding cages • customise a net design to suit enterprise specifications • measure, cut out and join panels of netting using a net design • use correct methods to strengthen a net. Assessment must confirm knowledge of: • how a net design describes a net • how to customise a net design so as to maintain net symmetry and function.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • access to workplace documentation • different types of netting used to construct nets • fully operational net construction area • net construction tools • PPE.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration

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EVIDENCE GUIDE	
	• practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling

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RANGE STATEMENT	
	and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • using and recycling of water, and maintaining water quality.
PPE may include:	• gloves, mitts or gauntlets • non-slip and waterproof boots (gumboots) or other safety footwear • protective eyewear, glasses and face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms or overalls.

Suitable may include:	• features, such as:
	  • accessibility
	  • attachment points

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RANGE STATEMENT	
	• flooring • flat surface • size and configuration • location, such as: • outdoors • undercover • vessel.
Job efficiency may be maximised by improvements to:	• posture of workers • proximity to resources • safety of working area through OHS policies, procedures and programs • speed and correctness of work • worker comfort.
Material may include:	• netting: • braided twine • knotted and knotless netting • monofilament • multi-monofilament • polyamide (nylon) (PA) • polyethylene (PE) • twisted twine • attachment twine • strengthening rope.
Measurement may include:	• material type: • PE • PA • braided • monofilament • twisted • mesh size for construction purposes • mesh size for fisheries regulation purposes • twine: • ply • diameter • tex and Rtex.
Tools may include:	• knives • measuring devices: • marked rod

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RANGE STATEMENT	
	• mesh gauge • ruler • netting needles: • bone • flat • scissors • stands • tensioning devices • transporting aids.
Shaped may involve:	• all bars • all meshes • all points • combinations of above to form tapers.
Strengthened may include:	• selvedge • bordered with stronger netting • double twine • gathering meshes • strengthening ropes.
Joined may be:	• mesh to mesh • point to point • taper to taper • gathering meshes together • incorporating strengthening ropes.
Components may include:	• bridles • by-catch reduction devices • chain • cod-end drawstrings • damage protection devices • floats • joiners • lifting points • netting attachment • rings • rope • shackles • strengthening ropes • thimbles • weights • wire rope.

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RANGE STATEMENT	
Attached may be:	• bound • knots, bends and hitches • sewn • shackled • spliced.
Materials may include:	• chain • combination rope • natural fibre rope • synthetic rope • wire rope.
Alterations may include:	• attachment components • attachment hanging ratios • completed net configuration • completed net size • netting material • netting mesh size.

Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFISH310A Adjust and position fishing gear

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves interpreting gear plans and adjusting fishing gear before deployment. The unit also involves maintaining, adjusting and positioning the vessel and gear during deployment, fishing and retrieval in order to optimise the catch. This unit assumes some level of familiarity with the gear and is appropriate to an experienced fisher. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to fishing operations using a range of methods: • beach seines, mesh nets and gill nets • demersal fish and prawn trawls • drop lines and longlines • hand operated lines • pots and traps • purse seines. It includes the use of traditional fishing methods, tools and equipment. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***.

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	Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise work area to adjust fishing gear	1.1. Appropriate ***fishing gear*** and related equipment are selected. 1.2. Unsafe and inefficient aspects of the work area are identified and rectified. 1.3. Work teams are given clear instructions about the task and methods to be used. 1.4. Resources necessary for the completion of the task are made available when needed. 1.5. Tools, equipment and techniques devised for maintaining and readying fishing devices for deployment are appropriate for planned operations.
2. Adjust components of fishing gear to optimise catch	2.1. ***Criteria*** for assessing sub-optimal fishing gear performance are used to judge effectiveness. 2.2. Observations are made on catch and fishing device components to provide data on position, symmetry and performance. 2.3. Effectiveness of deployment of fishing device components is assessed by comparing catches and observed operation of components with gear plans. 2.4. Fishing device components are adjusted, reconditioned or constructed to rectify sub-optimal gear performance.
3. Position fishing gear to optimise catch	3.1. Fishing strategy is developed to incorporate all relevant ***factors***. 3.2. Position, concentration and movement of the target species and environmental and other characteristics of area of operation are monitored by visual and electronic means. 3.3. Positions of vessel and fishing device during deployment and retrieval is ***monitored*** and adjusted, as required, to optimise catch and avoid hazards. 3.4. Fishing device movement is anticipated and its position is altered to maintain desired position by changing vessel course and speed. 3.5. Catches are analysed to determine effectiveness and performance of fishing device.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- adjusting gear components to improve performance
- adjusting the speed and direction of the vessel to ensure the fishing device will attain a position determined by the fishing strategy
- monitoring the nature and position of benthic features and potential catches from echo sounder data
- using and repairing fishing gear
- using small vessels (e.g. beach seines, mesh nets or gill nets).

Literacy skills used for:

- interpreting gear plans
- reading and recording data obtained from electronic detection equipment
- reading tide tables.

Numeracy skills used for:

- estimating the time taken for the fishing gear to reach a feature identified by the echo sounder on the vessel
- reading and recording data obtained from electronic detection equipment.

Required knowledge

- factors that determine optimal gear performance for beach seines, mesh nets or gill nets:
  - ballast and floatation
  - gear symmetry
  - headline height
  - mesh size, net material and hanging ratio
  - over- and under-spreading
  - satisfactory ground contact
- factors that determine optimal gear performance for hand operated line, drop line and longline fishing gear:
  - gear dimensions and fishing depth
  - hook type
  - sequence, type and quality of bait and burley
- factors that determine optimal gear performance for pots and traps:
  - bait

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REQUIRED SKILLS AND KNOWLEDGE
• pot or trap construction • pot or trap covering material • satisfactory ground contact • factors that determine optimal gear performance for demersal fish and prawn trawls: • gear symmetry • headline height • otter board operating efficiency • over and under-spreading • satisfactory ground contact • fish behaviour • indicators of sub-optimal performance.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • identify indicators of sub-optimal performance • identify viable stocks or determine productive grounds and water in response to information from various sources • keep all members of a team working efficiently and safely • maintain, adjust and position the vessel and gear during deployment, fishing and retrieval of components in order to optimise the catch • make adjustments to all aspects of fishing gear to optimise performance, if appropriate: • manoeuvre a vessel which is towing trawl gear along a predetermined route • manoeuvre a vessel which is deploying purse seine, beach seining or gill netting gear along a

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EVIDENCE GUIDE	
	predetermined route • place a line at a predetermined position in the presence of a moderate current. Assessment must confirm knowledge of: • factors that indicate and determine fishing device operating efficiency, including for trawls: • over and under-spreading, satisfactory ground contact, gear symmetry and headline height.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • operational vessel with access to stocks of appropriate target species • fishing gear and associated equipment.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other	• biodiversity and genetically modified organisms

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RANGE STATEMENT	
compliance requirements may include:	• biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.

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RANGE STATEMENT	
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness

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RANGE STATEMENT	
	• sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Fishing gear may include:	• ***beach seines***, ***mesh nets and gill nets*** • ***demersal fish and prawn trawls*** • ***drop line and longline*** fishing gear • ***hand operated line*** fishing gear, such as that used for handline fishing, trolling, squid jigging and rod and reel fishing • ***pots and traps*** • ***purse seines*** • ***traditional fishing methods***, ***tools and equipment***.

Beach seines, ***mesh nets or gill nets*** may include:	• components:
	  • connecting gear, such as knots, clips
	  • ballast
	  • by-catch reduction gear
	  • flags, buoys and droppers
	  • floatation gear
	  • gear control and monitoring equipment
	  • hangings
	  • netting material
	  • sweeps and bridles
	• dinghies
	• gill nets for:
	  • estuarine species
	  • sharks.

Demersal fish and prawn trawls may include:	• components:
	  • beam trawls
	  • warps:
	  • otter boards, such as towing brackets and back strops
	  • sweeps and bridles
	  • netting material
	  • hangings
	  • floatation gear

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RANGE STATEMENT	

	• ground gear
	• by-catch reduction gear
	• lifting gear
	• cod-end closures (e.g. chain knot on fish trawls, drawstring knot on prawn trawls, zipper, hangman's knot and Dutch clip):
	  • connecting gear (e.g. shackles, hammerlocks, chain, wires, ropes, Clevis pin connectors, G, C, D and sister clips)
	• prawn trawls:
	  • banana prawn-type gear
	  • tiger prawn-type gear.

Drop lines and longlines may include:	• bottom set longlines
	• components:
	  • bait
	  • ballast
	  • branch lines or snoods
	  • by-catch reduction gear
	  • connecting gear
	  • detection gear (e.g. flag poles, lights, RADAR reflectors and radio transponders)
	  • floats
	  • hooks
	  • main lines
	  • retrieval gear
	• monofilament gear
	• rope gear
	• surface longlines:
	  • tuna
	  • other species
	• trot lines.

Hand operated lines may include:	• components:
	  • bait and burley
	  • by-catch reduction gear
	  • hand lines
	  • hooks, jigs or lures
	  • reels
	  • rods
	  • sinkers

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RANGE STATEMENT	

	• nylon monofilament line
	• other fishing line
	• squid jigging machines
	• weighted hand lines mounted on a:
	  • hand operated winch
	  • hand reel
	  • power operated winch
	• unweighted lines:
	  • rod and reel
	  • trolling gear.

Pots and traps may include:	• bait and bait holding gear
	• ballast
	• bridles, toggles and lashings
	• by-catch reduction gear
	• components:
	  • flag poles
	  • dan buoys with lights, RADAR reflectors or radio transponders
	  • floats
	  • lines
	  • pot or trap material and frame
	• crayfish pots
	• fish traps
	• octopus traps

Purse seines may include:	• purse seines for catching:
	  • bait
	  • pilchards
	  • salmon
	  • tuna
	• components:
	  • connecting gear (e.g. shackles, hammerlocks, chain, wires, ropes, Clevis pin connectors, G, C, D and sister clips)
	  • floatation devices
	  • ground gear
	  • hangings and lashings
	  • lifting gear
	  • net skiff
	  • overshoot rope and bridles, and heaving

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RANGE STATEMENT	
	lines • purse rings or clips • purse rope • wire clamps.
Traditional fishing methods, ***tools or equipment*** may include:	• baited woven fishing lines with bone or metal hooks • collection by hand • constructed/manipulated water bodies for aquaculture • free diving • harpoons or spears • modern equipment (e.g. powered vessels) can also be used to overcome OHS, animal welfare and other hazards • stick or brush hide traps • wooden rafts or canoes • wooden stick or rock fish traps • woven nets, pots or traps.

Criteria may include:	• absence or breakage of gear components
	• amount of catch per unit of effort
	• amount of catch in comparison with other vessels
	• ease of deployment and retrieval
	• for beach seines and gill nets:
	  • symmetry of sweeps, head ropes or foot ropes
	• for demersal fish and prawn trawls:
	  • amount of debris in the net
	  • asymmetry between nets or each side of a net
	  • degree and character of polish on boards, sweep and ground gear
	  • the symmetry of:
	  • bridles
	  • foot ropes
	  • ground gear
	  • head ropes
	  • sweeps
	  • warps
	• for purse seines:

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RANGE STATEMENT	

	• shape of:
	  • bridles
	  • head ropes
	  • foot ropes
	  • pursing gear
	• for traps and pots, hand operated line fishing gear:
	  • determining and monitoring tolerance to distortion of gear components, holes in gear material, and wear of gear components
	• quality of by-catch reduction gear and lifting gear
	• species composition of catch.

Factors may include:	• depth
	• estuary condition
	• excessive by-catch
	• length of towing ground
	• moon phase
	• predators and other disturbances
	• proximity to appropriate fishing ground:
	  • bait species
	  • bottom growth
	  • rock, sand, gravel or mud
	  • steepness or flatness
	• proximity to hook-ups
	• proximity of other vessels
	• tides and current
	• season
	• swimming speed of target species
	• symmetry of vessel to gear when shooting, towing and hauling
	• water character:
	  • fish feeding group and bait species
	  • temperature, structure, colour and clarity
	  • water mass or structures
	• weather
	• wind.

Monitored may include:	• fish herding by 'splashing' • fishing device position in relation to target fishing site

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RANGE STATEMENT	

	• ground contact
	• net hauling speed and direction
	• other vessels
	• time, distance and angle of gear to vessel
	• using electronic detection equipment, such as:
	  • echo sounder
	  • gear ranging equipment and displays
	  • lights
	  • net sonar or sounder
	  • positioning systems
	  • water temperature measuring and positioning device
	• vertical and horizontal dimensions of the gear
	• vertical and horizontal warp or rope angle
	• vessel towing speed and direction
	• visual and electronic position fixing methods.

Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFISH311A Operate vessel deck machinery and lifting appliance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves operating basic deck machinery and lifting appliances aboard an aquaculture or fishing vessel, including loading and discharging goods, rope work, assisting in mooring operations, and operating cranes, winches, capstans and windlasses. Licensing, legislative, regulatory or certification requirements may apply to these duties. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking these duties.

Application of the Unit

Application of the unit	This unit has application to skippers, engineers and deckhands who operate vessel deck machinery and lifting appliances aboard a vessel where a licence or permit is not required. Units for load shifting that require operators to meet regulatory requirements are covered by specific units from TLI07 Transport and Logistics Training Package. Several such units are imported into this version of the SFI10 Seafood Industry Training Package: Work is performed under general supervision. It involves the application of routine principles and procedures to the operation of load handling machinery and appliances in a variety of operational contexts. If work involves entering dangerous and enclosed spaces safe work policy and procedures must be followed. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, maritime and occupational diver codes of practice and

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	procedures and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use and maintain ropes, slings and chains used for lifting or hauling operations	1.1. ***Operations*** are carried out safely. 1.2. Rope, sling and chain materials, methods of construction, measurement methods, physical characteristics and common areas of use are correctly identified for the operation. 1.3. Load is constantly monitored to ensure load and structural stability 1.4. Ropes, slings and chains are checked for wear, maintained and stowed correctly. 1.5. Ropes, slings and chains are used for lifting or hauling operations according to their correct application. 1.6. Routine post-operational equipment checks are carried out according to manufacturer specifications.
2. Operate cranes, winches, capstans and windlasses	2.1. Operations are undertaken according to safe operating procedures of the ***enterprise and manufacturer guidelines***. 2.2. Cranes, winches, capstans and windlasses are selected, as appropriate to their design specifications, checked and prepared for operation prior to use. 2.3. Required signals are correctly given, interpreted and followed according to appropriate Australian standards. 2.4. Securing of the vessel at anchor, to another vessel, to a sea cage or wharf is carried out according to established safety rules and regulations. 2.5. Load mass is assessed and correlated with lifting capacity of equipment being used throughout proposed operation. 2.6. Cranes, winches, capstans and windlasses are safely operated to carry out lifting or hauling operations. 2.7. Work area is kept free of loose ropes, wires and debris throughout all operations. 2.8. Equipment controls are operated smoothly.
3. Maintain the stability of the vessel whilst conducting lifting or hauling operations	3.1. Stability data is accessed and correctly interpreted. 3.2. Stability criteria are applied whilst conducting lifting and hauling operations. 3.3. Vessel stability is monitored against criteria appropriate to the type and nature of the operation. 3.4. Appropriate and prompt action is taken where

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ELEMENT	PERFORMANCE CRITERIA
	stability factors have or could exceed acceptable safety limits. 3.5. Special precautions are taken where vessel operations may affect the stability and watertight integrity of the vessel. 3.6. Timely and appropriate action is taken in anticipation of ***environmental changes*** that may affect the stability of the vessel. 3.7. Appropriate action is taken in emergency situations to maintain the stability of the vessel within safe limits. 3.8. Instructions to others concerning vessel stability and related action are appropriate, timely, clear and concise.
4. Shut down and stow deck machinery and lifting equipment	4.1. All deck machinery and lifting and hauling equipment components are checked for any signs of deterioration or damage according to company guidelines and manufacturer instructions. 4.2. Damaged or worn equipment is segregated and reported to an authorised person for testing/repair/destruction. 4.3. Lifting and hauling equipment is correctly stowed and secured according to company policy and procedures and manufacturer instructions 4.4. Deck machinery and equipment is immobilised and secured for travel according to manufacturer instructions, workplace guidelines and regulatory requirements 4.5. Required workplace records are updated accurately and promptly and processed according to workplace procedures. 4.6. All certified lifting equipment is regularly checked and authorised according to government OHS regulations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required skills

- applying fatigue management knowledge and techniques
- applying precautions and required actions to minimise, control or eliminate hazards that may exist during the operation of deck machinery and lifting equipment
- assisting in different types of mooring operations
- checking and replenishing fluids and carrying out lubrication processes in the course of work activities
- communicating effectively with others when operating deck machinery and equipment
- completing documentation related to the operation of lifting equipment
- implementing contingency plans for unanticipated situations that may arise when operating deck machinery and lifting equipment
- interpreting and following operational instructions and prioritising work
- letting go and weighing anchor
- modifying activities depending on differing operational contingencies, risk situations and weather conditions
- monitoring performance of deck machinery and lifting equipment and taking appropriate action, where required
- operating electronic communication equipment to required protocol
- promptly reporting and/or rectifying any identified problems, faults or malfunctions that may occur when operating deck machinery or lifting equipment according to regulatory requirements and workplace procedures
- reading and interpreting instructions, procedures, information and signs relevant to the operation of the deck machinery on board the vessel
- selecting and using required PPE conforming to industry and OHS standards
- servicing equipment in terms of maintenance schedule and standard operating procedures (SOPs)
- using different anchoring and mooring winches
- using and identifying synthetic rope and wire mooring lines:
  - back springs
  - bow and stern ropes
  - breast lines
  - fore and aft springs
- using and maintaining ropes and wires:
  - coiling and stowing ropes
  - using appropriate knots, bends and hitches and securing arrangements
- using power operated equipment:
  - capstans
  - cranes and derricks
  - winches associated with fishing

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REQUIRED SKILLS AND KNOWLEDGE

- working collaboratively with others when operating deck machinery and lifting equipment.

Literacy skills used for:

- reading safety rules and regulations.

Numeracy skills used for:

- estimating safe working loads of ropes, wires, chains and slings
- reading levels of tanks and void spaces
- reading temperature-monitoring devices.

Required knowledge

- how to maintain the stability of a vessel
- information relating to:
  - application of relevant agreements, codes of practice or other legislative requirements
  - company work procedures concerning the setting up and rigging of lifting equipment on board the vessel
  - different configurations of mooring lines for various parts of a vessel
  - hazards that could occur if the operation is not controlled properly
  - relevant OHS and environmental procedures and regulations
  - status of safety equipment
  - the method of operation of cargo lifting and securing equipment
- principles relating to:
  - how a vessel is made fast to the wharf, sea cage or another vessel
  - mooring systems, including the specific functions of the mooring leads
  - the correct application of common knots, bends and hitches
- procedures relating to:
  - operating powered equipment in all modes, including emergency operation
  - operation of deck machinery and lifting equipment applications, capacities, configurations, safety hazards and control mechanisms
  - preparing deck machinery for use in ambient conditions
  - problems that may arise when operating deck machinery or lifting equipment and actions that should be taken to prevent or solve them
  - splicing rope and tying common knots, bends and hitches.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • assist in mooring operations • communicate effectively with others when operating deck machinery and lifting equipment • safely operate vessel deck machinery and lifting appliances according to enterprise procedures and manufacturer guidelines whilst maintaining the stability of the vessel. Assessment must confirm knowledge of: • correct application of common knots, bends and hitches • factors that affect the stability of a vessel • principles of maintaining stability whilst operating vessel deck machinery and lifting appliances • OHS hazards and control mechanisms associated with the operation of vessel deck machinery and lifting appliances • operation principles of deck machinery and lifting equipment • principles relating to mooring systems.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • appropriate ropes, slings and/or chains • other crew • relevant vessel deck machinery and lifting appliances and associated manufacturer guidelines and enterprise procedures for its use • vessel or simulator that can respond to a range of stability variables.

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EVIDENCE GUIDE	
Method of assessment	The following assessment methods are suggested: • third-party evidence from supervisor • practical simulated activities on shore • range of appropriate activities undertaken on a vessel and documented in a log • written and/or oral tests.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • business or workplace operations, policies and practices • environmental hazard identification, risk assessment and control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures

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RANGE STATEMENT	
	• induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing energy use • reducing emissions of greenhouse gases • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• hard hat or protective head covering • non-slip and waterproof boots (gumboots) or other safety footwear • sunscreen, protective eyewear, glasses and face mask • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons, and gloves)

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RANGE STATEMENT	
	• two-way radios • high visibility clothing

Operations may include:	• anchoring:
	  • emergency
	  • letting go and recovery
	  • routine
	• anchor winches
	• at sea and ashore
	• cable and rope winches
	• communications and signalling
	• day or night
	• hydraulic, electric and mechanical
	• in a variety of weather conditions
	• mooring:
	  • mooring and unmooring to a single point
	  • berthing and unberthing to a wharf
	  • berthing and unberthing to a sea cage
	  • berthing and unberthing to another vessel
	  • adjustment from both fore and aft mooring positions
	  • rigging and recovering means of access to the vessel
	• net haulers
	• pot or trap haulers
	• powered winch, capstan and windlass
	• three, four or eight-strand rope
	• vessel mounted crane
	• wire rope.

Enterprise and manufacturer guidelines may include:	• communications technology equipment, oral, aural or signed communications • competency standards and training materials • induction documentation • job specifications and procedures • manufacturer specifications for deck machinery, lifting and hauling equipment • material safety data sheets (MSDS) • operations manuals for deck machinery, lifting and hauling equipment • personal and work area work procedures and practices

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RANGE STATEMENT	
	• safe working load (SWL) and working load limit (WLL) • workplace operating procedures and policies.

Environmental changes that may affect vessel stability may include:	• movement of:
	  • equipment
	  • goods/cargo
	  • materials
	  • other vessel traffic
	  • sea cage
	  • vessel as a result of weather or sea conditions.

Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFISH312A Perform breath-hold diving operations

Modification History

Release	TP Version	Comment
1	SFI11v2	Initial release. Supersedes and is not equivalent to *SFIFISH307C Perform breath-hold diving operations*

Unit Descriptor

This unit of competency involves diving in an occupational setting from either a vessel or from shore using breath-holding techniques to perform work in the fishing or aquaculture sectors of the seafood industry.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit

Application of the Unit

This unit has application for occupational diving in the fishing and aquaculture sectors only.

All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, maritime and occupational diver codes of practice and procedures and ***ecologically sustainable development*** (***ESD***) ***principles***.

Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

HLTFA311A Apply first aid

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for dive	1.1. Pre-dive plan, ***systems and procedures***, and work schedule are devised to identify hazards and contingencies according to enterprise ***procedures*** and industry guidelines 1.2. Equipment is checked to confirm suitability for planned work and serviceability 1.3. When used, diving assistant/observer is briefed on procedures to be used during ***diving operation***
2. Perform work during a breath-hold dive	2.1. Water is entered and a descent is made to the required depth according to accepted ***diving practice*** 2.2. ***Equipment*** is used to establish working environment 2.3. Work is performed under water according to dive plan 2.4. Signs and symptoms of injury and other information relevant to the situation are monitored on a continuous basis and used to assess one's ***physical condition*** 2.5. Ascent from the dive and access to the shore or vessel is made correctly
3. Employ techniques that reduce underwater hazards	3.1. ***Occupational hazards*** that may cause injury or harm are ***assessed*** and action taken to remove or minimise hazards according to pre-dive plan 3.2. Dive procedures used are according to the pre-dive

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ELEMENT	PERFORMANCE CRITERIA
	plan 3.3. Systems and procedures to reduce hazards are devised and implemented
4. Complete post-dive activities	4.1. ***Post-dive checks*** are performed on all essential equipment 4.2. Components of diving equipment are maintained to ensure they are working efficiently and safely 4.3. Equipment is cleaned, dried and stowed 4.4. Records are completed in a legible manner and forwarded to supervisor, industry or regulatory body or stored

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

Required skills include:
• briefing dive assistant or observer on procedures
• conforming with breath-holding dive procedures as used by the diver:
  • clearing squeezes
  • clearing water from mask
  • donning and doffing gear above and below water
  • swimming without the effects of current
• diagnosing one's own physical condition as a result of a dive
• identifying occupational hazards under water
• perform the work specified in the range of variables applicable to the diving operation
• snorkelling
• literacy skills to complete records
• numeracy skills to make calculations associated with dive, such as depth, time, duration of submersion and number of dives

Required knowledge
Required knowledge includes: • breath-holding limitations

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REQUIRED SKILLS AND KNOWLEDGE
• dangers of barotrauma, and squeezes • dangers of cold water • dangers of hyperventilation • signs and symptoms of medical conditions associated with diving operations • organisational procedures

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to:
	• perform dives in an occupational setting from either a vessel or from shore using breath-holding techniques to perform work in the fishing or aquaculture sectors of the seafood industry
	• use diving equipment:
	  • clearing squeezes
	  • donning and doffing weights, fins, mask and wetsuit
	  • mask clearing
	  • devise and implement systems and procedures that reduce underwater hazards
	• self-diagnosis of one's physical condition when diving
	
	Assessment must confirm knowledge of:
	• content of the pre-dive plan that forms the basis of dive briefings
	• hazards associated with the operation
	• safety procedures associated with the operation
	• signs and symptoms of medical conditions associated with diving

Context of and specific resources for	Assessment is to be conducted at the workplace or in a

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EVIDENCE GUIDE	
assessment	simulated work environment. Resources are to include: • a range of diving equipment • a suitable swimming area
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • health and welfare of aquatic animals

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RANGE STATEMENT	
	• Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection

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RANGE STATEMENT	
	• minimising noise, dust, light or odour emissions • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality
PPE may include:	• buoyancy vest or personal floatation device (PFD) • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • sun protection (e.g. sun hat, sunscreen and sunglasses)
Systems and procedures may include:	• briefings • check in and out • direct supervision
Procedures may include:	• communication techniques • duration of submersion

Diving operations may include:	• checking underwater equipment
	• collecting sea animals:
	  • abalone
	  • beche-de-mer
	  • crayfish
	  • molluscs
	  • sea urchin
	• tending aquacultured animals
	• collecting lost tools and equipment, dead animals, and debris
	• installing, servicing and maintaining ponds and associated equipment

Diving practice may include:	• checking for underwater dangers • eliminating eardrum barotrauma

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RANGE STATEMENT	
	• eliminating the danger of cold water cramp and hypothermia • eliminating reverse blockages
Equipment may include:	• buoyancy vest • catch bag and tool kit • face mask and snorkel • fins • gloves • safety line • weights • wetsuit

Physical condition may include:	• bites, stings or punctures from aquatic organisms
	• burns
	• ear problems:
	  • colds, influenza and ear, nose and throat infections
	  • eardrum barotrauma
	• hyperventilation
	• hypothermia
	• near drowning and saltwater aspiration
	• shock from bleeding
	• squeezes

Occupational hazards may include:	• aquatic animals • cold water cramp • eardrum barotrauma • hyperventilation • hypothermia • lack of swimming ability • reverse blockages and squeezes • underwater dangers or snags • underwater terrain
Assessed may include:	• listing hazards • describing the causes of hazards • indicating when hazards might occur • describing the likelihood of the hazard occurring
Post-dive checks may include:	• deterioration of rubber and straps • presence, suitability and operability of: • diving equipment

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RANGE STATEMENT	

	• safety and emergency equipment
	• seals:
	  • face mask
	  • wetsuit

Unit Sector(s)

Fishing operations

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SFIFISH401C Locate fishing grounds and stocks of fish

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves locating the fishing environment and concentrations of fish and positioning the fishing operation. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to the fishing and fishing charter sectors. All enterprise or workplace procedures and activities are carried out according to relevant ***government regulations***, ***licensing and other compliance requirements***, ***including occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) ***is*** selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Position operation to optimise fishing opportunity	1.1. Position of vessel is accurately determined within the limitations of equipment and ***methods*** available. 1.2. Vessel is positioned at decided location at correct time for fishing operations. 1.3. Vessel position is maintained within areas of ***safe operation***. 1.4. Vessel is positioned to take account of all relevant ***environmental factors***. 1.5. All ***sources of relevant information*** are obtained to aid decision making. 1.6. Area of operation is altered in response to available information to optimise fishing opportunity.

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ELEMENT	PERFORMANCE CRITERIA
	1.7. Vessel position complies with all relevant state, territory and federal regulations.
2. Detect and identify fish concentrations and suitable fishing environments	2.1. ***Electronic aids*** are operated to optimise available information. 2.2. ***Available indications*** are interpreted to extract all available relevant information. 2.3. Size, density, position and movement of fish concentrations are accurately determined within the limitations of available information. 2.4. Relevant environmental factors are accurately determined within the limitations of available information. 2.5. Fishing environment selected is appropriate to target species and fishing gear.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• fixing position on navigational charts or electronic plotters • forecasting weather • using hydro-acoustic equipment • using information from radio direction finder • using other electronic devices to gather information • using ranges and bearings from RADAR. **Literacy skills used for**: • keeping and reviewing records. **Numeracy skills used for**: • accessing and interpreting information, such as graphs and tables showing abundance • calculating time, speed and distance.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• calculation of the times required for movement • effects of environmental factors • factors affecting the fishing operation • fishing gear types and their effect on the environment • interpretation of information from electronic systems • operation and adjustment of fish-finding equipment • operation of position fixing equipment and methods • relevance of environmental factors • sources of information and the means of accessing them • visual indications of fish concentrations

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • locate fishing grounds and concentrations of target species of fish and to position the fishing operation or vessel • obtain, correct and plot position lines and positions on navigational and fishing charts • use accepted methodologies to detect fish concentrations • match the configuration of fishing gear to the target environment and species. Assessment must confirm knowledge of: • requirements, regulations, recommendations and fisheries information for best potential fishing outcome • all relevant environmental considerations.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • electronic aids for locating fish • navigational and fishing charts • real or realistically simulated fishing operation.
Method of assessment	The following assessment methods are suggested: • logs of fishing operations • notated charts explaining where fish stocks were located • presentation (written or verbal) explaining how fishing grounds and fish stocks were located • catch records from a number of fishing operations. Supplementary evidence can be gathered from: • third-party reports • interviews.
Guidance information for assessment	This unit may be assessed holistically with SFIFISH402C Manage and control fishing operations, and other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• business or workplace operations, policies and practices: • commercial law, including fair trading and trade practices

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RANGE STATEMENT	
	• consumer law • corporate law, including registration, licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions, and other compliance requirements, including: • Australian Exclusive Economic Zone • international treaties and agreements • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • Indigenous native title, land claims and cultural activities, including fishing by traditional methods • imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • land, buildings and vehicles: • buildings and structures design and appearance, constructions and additions • poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents

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RANGE STATEMENT	
	• use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • maritime and occupational diving operations: • foreign and Australian legislation applying to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code • use of vessels, right of way and other marine orders, bunkering and refuelling • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace,

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RANGE STATEMENT	
	maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food

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RANGE STATEMENT	
	Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling the use and recycling of water, and managing water quality and quantity • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified organisms and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD)

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RANGE STATEMENT	
	• gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Position fixing ***methods*** may include:	• electronic • visual.

Safe operations may include:	• within the range and level of exposure to prevailing and anticipated weather conditions appropriate to the vessel:
	  • condition
	  • crew
	  • power
	  • size.

Environmental factors may include:	• bottom type • current • light levels • lunar phase • physical obstacles (e.g. other vessels and mooring lines) • tide • time of day, month and year • water depth

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RANGE STATEMENT	
	• water temperature, salinity, colour and clarity • weather • wind speed and direction.

Sources of relevant information may include:	• own vessel's performance records, including crew experience
	• other vessel's performance records
	• research data:
	  • industry information
	  • research papers.

Electronic aids may include:	• echo sounder • position determining devices • sonar • temperature sensors and information.
Available indications may include:	• electronic • visual.

Unit Sector(s)

Unit sector	Fishing operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIFISH402C Manage and control fishing operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves ensuring compliance with relevant regulations and managing the crew and vessel during fishing operations. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to the fishing sector. All enterprise or workplace procedures and activities are carried out according to *relevant* ***government regulations***, ***licensing and other compliance requirements***, ***including occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) ***is*** selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Manage crew during fishing operations	1.1. Sufficient qualified and competent ***crew*** members are marshalled at the worksite prior to beginning operations. 1.2. Crew members are fully informed by clear, timely and accurate ***communication*** of their responsibilities at all stages of the fishing operation. 1.3. Activities are coordinated into a sequence that ensures safe and efficient operation. 1.4. Unsafe, environmentally hazardous or inefficient practices are identified and rectified. 1.5. ***Abnormal situations*** are recognised and crew is promptly and clearly instructed to minimise the

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ELEMENT	PERFORMANCE CRITERIA
	danger to crew and vessel and the disruption to operations.
2. Control the vessel during fishing operations	2.1. ***Safety*** of the vessel and crew is maintained. 2.2. Vessel is orientated according to fishing operations, wind, sea and current to maximise safety. 2.3. Fishing operation is positioned to minimise interference with others. 2.4. Vessel speed is controlled according to fishing operations and prevailing weather and sea conditions at all stages of the operation to maximise safety. 2.5. Effects of abnormal situations on crew, environment and vessel safety and disruption to operations are minimised. 2.6. Vessel ***stability is maximised*** during all stages of the fishing operation.
3. Manage the compliance with regulations	3.1. Crew is managed to comply with all relevant regulations. 3.2. Catch reporting systems are used according to fisheries regulations. 3.3. Vessel monitoring systems are used according to fisheries regulations. 3.4. ***Advice*** is offered to develop ***industry policy***, ***regulations and procedures***.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• conducting a safe and efficient operation • consulting and incorporating appropriate regulations into work practices • controlling the vessel and crew in any particular fishing operation • identifying fishing operations by vessel recognition and gear identification features • organising personnel into an efficient operation • providing oral and written instructions for routine and emergency situations by day, night and in varying weather conditions.

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REQUIRED SKILLS AND KNOWLEDGE
Literacy skills used for: • consulting regulations • providing written instructions. **Numeracy skills used for**: • reading gear identification numbers • reading vessel identification numbers.
Required knowledge
• communication systems, including hand signals • crew numbers required for safe operation • dimensions and likely movement of other fishing operations encountered • effects of loading on stability • effects of vessel orientation on vessel movement and stability • requirements for safe working • techniques and procedures for dealing with abnormal operating conditions • usual locations of gear identification features • vessel speed requirements for fishing operations and safety.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • ensure compliance with relevant regulations and manage the crew and vessel during fishing operations • conduct a safe and efficient fishing operation under varying conditions and situations • deal with abnormal situations • coexist with other fishing operations.

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EVIDENCE GUIDE	
	Assessment must confirm knowledge of: • relevant regulations • operating principles of gear common to the operational area.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • fully operational fishing vessel confronting a wide range of situations.
Method of assessment	The following assessment methods are suggested: • logs of fishing operations • journal of reflections on responses to abnormal conditions • portfolio of management-related records, documents and reports. Supplementary evidence can be gathered from: • third-party reports • minutes and meeting reports • interview.
Guidance information for assessment	This unit may be assessed holistically with SFIFISH401C Locate fishing grounds and stocks of fish, and other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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

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RANGE STATEMENT	
regional contexts) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions, and other compliance requirements including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions

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RANGE STATEMENT	
	• poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • maritime and occupational diving operations: • foreign and Australian legislation applying to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code • use of vessels, right of way and other marine orders, bunkering and refuelling • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace

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RANGE STATEMENT	
	• codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation

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RANGE STATEMENT	
	of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling the use and recycling of water, and managing water quality and quantity • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified organisms and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory

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RANGE STATEMENT	
	• reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Crew may include:	• deckhands • engineers • mates.

Communication may include:	• hand signals
	• sound signals:
	  • for shooting gear
	  • hauling gear
	  • lifting of load unsighted
	• verbal.

Abnormal situations may include:	• abnormal loads • coming fast

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RANGE STATEMENT	
	• emergency retrieval of gear • fouling of gear • lost gear • severe weather.
Safety may include:	• within safe, navigable waters • within the limits of crew competence • within the limits of the vessel's size, power and condition • within the range of prevailing and anticipated weather conditions appropriate to the vessel.
Stability may be maximised by	• controlling free surface • controlling water tight integrity • docking a vessel • freeing water from decks • lifting and distributing heavy weights • reserving freeboard.
Advice may include:	• training crew members • raising and having input into issues with industry or government delegates • completing industry surveys • participating in port or commodity group meetings • participating in state, territory or national policy development meetings.
Industry policy, ***regulations and procedures*** may include:	• enterprise policy and procedures • industry codes of practice • management enforcement policy and regulations • resource management policy • skills and qualifications development.

Unit Sector(s)

Unit sector	Fishing operations

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFILEAD401B Develop and promote knowledge of the industry sector

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of an industry sector leader to keep up-to-date with current and emerging industry sector developments and to disseminate and present information effectively to industry members and at public forums. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for seafood industry stakeholders who represent their industry sector in public and industry forums. This unit is one of six sector leadership units at Certificate IV level. The leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Build and maintain a detailed knowledge of the sector	1.1. Knowledge of key ***products***, ***equipment***, ***supply chain***, ***stakeholders and other organisations***, resource management processes and policies, work policies and practices, resource management processes/policies, ***legislation and regulations*** and other ***industry sectors*** is developed and maintained. 1.2. Likely sources of information are identified and accessed as required. 1.3. Relevant historical events, and the sensitivities and positions of the people involved, are recalled and applied.
2. Assess new developments	2.1. Emerging issues of potential significance to the industry are identified and researched. 2.2. Relevant research findings are assessed for significance to the sector. 2.3. The opportunities and risks of ***new developments*** are identified and assessed. 2.4. The views of other stakeholders and interest groups are identified and assessed for their potential benefit

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ELEMENT	PERFORMANCE CRITERIA
	or impact. 2.5. Risk mitigation strategies are developed in consultation with other sector members.
3. Disseminate information to best effect	3.1. Broad sector awareness and interest in key issues are promoted by providing regular and timely ***information***. 3.2. Accurate and balanced information is disseminated to other stakeholders using language, style and format that are readily understood.
4. Present information at public forums	4.1. Appropriate forums are selected to present industry positions. 4.2. Reliable information and advice are obtained to prepare appropriately focused ***presentations***. 4.3. Presentations are made at public forums using language and delivery styles that have been adapted to meet the needs of the audience.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing the relevance, accuracy and shortcomings of information and discerning trends, issues and implications • assessing the risks and opportunities implicit in new information • communicating to present information to diverse audiences • explaining ideas and concepts to a wide range of audiences • identifying target groups that can use industry information to good effect • presenting and distributing information to stakeholders using effective strategies • researching industry information • tapping into a wide range of information sources • writing clear, plain-English summaries of industry information.
Required knowledge
• basic environmental and resource management procedures, regulations and codes of practice relevant to the specific sector within the seafood industry • changing customer expectations and buying patterns

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REQUIRED SKILLS AND KNOWLEDGE
• certification programs • ecologically sustainable development (ESD) principles and practices, such as Environment Australia protocols • employment and workplace safety legislation and regulations that impact on the seafood industry • key processes or steps in the seafood supply chain • key seafood industry political processes and stakeholders, including individuals, interest groups and organisations • links between and interdependence of key processes in the seafood supply chain • major historical events that have shaped the seafood industry over time • methods of disseminating information to best effect • new and emerging processes, technology and quality or environmental requirements • other sectors in the seafood industry and their supply chains • price movements and seasonality of competing products and supplies • processes for identifying stakeholders and opinion leaders • products, including species and correct marketing names • scientific and economic concepts relating to fisheries management, including maximum sustainable yield, maximum economic yield and technology creep • work regime, typical equipment used and unique aspects relevant to sector or geographic area.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • build knowledge by researching information from a wide range of sources on key matters relating to the sector • analyse information for gaps, accuracy and industry significance • be proactive by recognising threats and opportunities affecting the sector

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EVIDENCE GUIDE	
	• provide timely and appropriate information and advice to sector members and other stakeholders. Assessment must confirm current working knowledge of: • the sector, organisations, representatives and political processes relevant to the industry sector.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace or in a simulated work environment. Resources may include: • relevant legislation and regulations • fisheries management or research reports.
Method of assessment	The following assessment methods are suggested: • evidence from leadership or other appropriate training programs or courses • feedback from stakeholders regarding accuracy, timeliness and relevance of information provided by the candidate • interview and oral questioning • observation of an oral presentation made by the candidate • review of a project that describes the candidate's research and analysis of a topic or issue • review of articles, reports, advice and other industry information written by the candidate.
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Products may include:	• crustaceans • fish and related products (e.g. roe) • live and dead seafood • manufactured foodstuffs (e.g. canned seafood and soups) • miscellaneous invertebrates • shellfish molluscs and related products (e.g. pearls) • ornamental and display aquatic plants and animals • reptiles and related products (e.g. skins) • seaweed, aquatic plants and algae.
Equipment may include:	• aquaculture, ornamental or holding machinery and equipment • communication equipment, including computers • fishing gear • manufacturing, processing, transport and refrigeration equipment • packing and storage equipment and containers • safety gear and personal protective equipment (PPE) • vessels • wholesale and retail equipment.
Supply chain may include:	• auction/wholesale and retail • consumption • cultivate and grow/culture • harvest or catch • live holding and display • process • transport and storage.
Stakeholder and other organisations may include:	• Austrade and Department of Foreign Affairs • certification or accreditation bodies and third-party auditors • commercial fishing or aquatic groups • community representatives, local land holders and residents • conservation and environmental organisations, such as the Nature Conservation Council and

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RANGE STATEMENT	
	the World Wide Fund for Nature • cooperatives, marketing bodies and associations • current and potential customers, clients and suppliers • ecosystem or resource management committees or advisory groups, including Management Advisory Committees (MACs), catchment management groups, Landcare, Bushcare, Coastcare and Seacare • employer, company directors and other professional associations • export promotion agencies, such as the Exporters Club • government funding providers • Indigenous seafood or resource management groups and traditional fishing groups/cooperatives • media • ornamental, aquarium and other hobby groups • political organisations, politicians and ministerial advisors • professional, industry and state or territory representative bodies, including Seafood Experience Australia, National Aquaculture Council, Commonwealth Fisheries Association and Seafood Services Australia • relevant ministries, government departments (federal, state or territory, local) and other regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and Australian Aquaculture Inspection Service • research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences • schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee and industry training advisory bodies (ITABs) • statutory authorities, such as the Fisheries Research and Development Corporation • surfing, recreational fishing and boating groups • unions.

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RANGE STATEMENT	

Relevant legislation and regulations may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions, and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• land, buildings and vehicle operations:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft

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RANGE STATEMENT	
	• road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • maritime, vessel and occupational diving operations: • Australian occupational diving standards and codes of practice • foreign and Australian legislation applying to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code • use of vessels, right of way and other marine orders, bunkering and refuelling • occupational health and safety (OHS) hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes, other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
Industry sectors may include:	• aquaculture

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RANGE STATEMENT	

	• fisheries compliance
	• foreign fishers and companies
	• importing, exporting, trading and marketing
	• Indigenous Australian fishers
	• ornamentals and aquaria
	• post-harvest:
	  • live holding or display
	  • processing
	  • transport and distribution
	  • wholesale and retail
	• vessel operations
	• wild catch fisheries, including fishing charter operations.

New developments may include:	• climate change • economic change • legislative and resource management changes • new products, markets, processing, packaging and equipment • political issues • proposed policy changes • quality and environmental requirements • research findings • technological change • third-party accreditation or certification.

Information may include:	• discussion of issues:
	  • at port, sector, cooperative and community meetings
	  • with industry groups and government representatives
	• verbal information (face to face and telephone)
	• websites, Facebook, Twitter and other online networks
	• written information (electronic, SMS, memos, reports, newsletters, surveys, media releases, posters and brochures).

Presentation may include:	• clarity of message • humour and entertainment value • preparation, including knowledge of the subject matter and suitability of presentation for target audience or occasion

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RANGE STATEMENT	
	• presentation aids (e.g. handouts, overhead transparencies, slides, PowerPoint, CDs, DVDs and videotapes) • punctuality and personal appearance • responses to questions • tone and volume of voice • use of language and explanations.

Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFILEAD402B Negotiate effectively for the sector

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of an industry sector leader to develop networks of key contacts and to communicate and exchange information with the objective of developing and negotiating sectoral positions to best effect. The leader will be required to represent and negotiate for the sector at meetings with other stakeholders. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for seafood industry stakeholders who represent their industry sector in public and industry forums. This unit is one of six sector leadership units at Certificate IV level. The leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain effective networks with individuals	1.1. A network of contacts is developed, maintained and used by taking the time to talk and listen to ***stakeholders and other organisations***. 1.2. The benefits of a ***diversity of views*** are valued and used to build a broad perspective of the ***industry sector***. 1.3. Cooperation is encouraged between sectoral interests by identifying mutual benefits.
2. Communicate clearly	2.1. Stakeholder information needs are clarified and the leader's sector's position is prepared. 2.2. Language is used appropriate to the situation. 2.3. Active listening is used to seek stakeholder input and achieve a balanced exchange of views. 2.4. Feedback is sought at the time to ensure that the views expressed by all stakeholders have been understood.
3. Negotiate persuasively	3.1. Key individuals and target groups that can advance industry interests and procedures are identified. 3.2. Realistic positions and supporting arguments are

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ELEMENT	PERFORMANCE CRITERIA
	prepared in advance in anticipation of the likely expectations and points of negotiation of other stakeholders. 3.3. Values, concerns and views of others are respected and lines of communication are kept open. 3.4. Differences of opinion are acknowledged to encourage the rigorous examination of all options. 3.5. Negotiations are kept focused on key issues and moving towards a final resolution.
4. Participate effectively in ***meetings***	4.1. Attendance at meetings is prepared and planned. 4.2. Meeting procedures are followed. 4.3. Accurate and balanced information is provided to add constructively to debate. 4.4. Consensus and compromise are sought to achieve agreed outcomes. 4.5. Agreed outcomes of meetings are adhered to and disseminated to other sector members.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• achieving outcomes in meetings through adherence to meeting procedures and seeking consensus and compromise • acknowledging disagreements and the views of others and dealing constructively with differences • compromising to achieve realistic and achievable outcomes • consulting and encouraging involvement and commitment within the sector • encouraging the exchange of views and information through active listening and effective questioning techniques • ensuring that negotiations stay focused and do not collapse unnecessarily • ensuring that the intended message is delivered and that key points are covered • identifying and liaising with key people from stakeholder groups, other organisations and government • making a strong case without overselling or becoming personal or aggressive • providing verbal and written communication that is clear and concise.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• available public and community forums • government legislation and budget processes • government organisations, processes and communication channels • information and resources available in the industry and within the organisation • political parties, platforms and processes • principles of negotiation, mediation, conflict resolution and incident de-escalation • structured and inclusive meeting procedures • the range of stakeholder organisations and their interests.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • communicate clearly with key individuals, target groups and the government to position the industry to best effect • listen actively, understand the information needs of others and adapt communication to suit • prepare for and participate in meetings to obtain effective outcomes • negotiate and lobby persuasively • review evidence from leadership or other appropriate training programs or courses • negotiate constructively by acknowledging the legitimate positions of other stakeholders.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace or in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • feedback from stakeholders about the candidate's

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EVIDENCE GUIDE	
	ability to participate in meetings • feedback from stakeholders about the capability of the candidate to establish rapport and negotiate effectively • interview and oral questioning • observation of networking undertaken by the candidate • review of industry information prepared by the candidate • role-plays and responses to scenarios.
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Stakeholders and other organisations may include:	• Austrade and Department of Foreign Affairs • certification or accreditation bodies, and third-party auditors • commercial fishing or aquatic groups • community representatives, local land holders and residents • conservation and environmental organisations, such as the Nature Conservation Council and the World Wide Fund for Nature • cooperatives, marketing bodies and associations • current and potential customers, clients and suppliers • ecosystem or resource management committees or advisory groups, including

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RANGE STATEMENT	
	Management Advisory Committees (MACs), catchment management groups, Landcare, Bushcare, Coastcare and Seacare • employer, company directors and other professional associations • export promotion agencies, such as the Exporters Club • government funding providers • Indigenous seafood or resource management groups, and traditional fishing groups/cooperatives • media • ornamental, aquarium and other hobby groups • political organisations, politicians and ministerial advisors • professional, industry and state or territory representative bodies, including Seafood Experience Australia, National Aquaculture Council, Commonwealth Fisheries Association and Seafood Services Australia • relevant ministries, government departments (federal, state or territory, and local) and other regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and Australian Aquaculture Inspection Service • research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences • schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee and industry training advisory bodies (ITABs) • statutory authorities, such as the Fisheries Research and Development Corporation • surfing, recreational fishing and boating groups • unions.
Diversity of views may include:	• achievement of economically sustainable development (ESD) of the species • achievement of the commercial viability of fishing or aquaculture operators • conservation of the species

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RANGE STATEMENT	
	• humane slaughter and animal welfare • maintenance of the ecosystem • implementation of adaptive management strategies that reflect uncertainty in scientific and other data • recognition of the interests of other users of the ecosystem • resource access and use of non-renewable resources (e.g. water and fuel).

Industry sector may include:	• aquaculture
	• fisheries compliance
	• foreign fishers and companies
	• importing, exporting, trading and marketing
	• Indigenous Australian fishers
	• ornamentals and aquaria
	• post-harvest:
	  • live holding or display
	  • processing
	  • transport and distribution
	  • wholesale and retail
	• vessel operations
	• wild catch fisheries, including fishing charter operations.

Meetings may include:	• cooperative or other organisation's board meetings • meetings with industry groups, researchers and government and political representatives • port, sector, community and service club meetings • public forums • regional, state, territory and national policy development meetings • resource management groups, including fishery MACs, Landcare, Bushcare, Coastcare and Seacare • catchment management group meetings

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Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFILEAD403B Demonstrate commitment and professionalism

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of industry sector leaders to invest time and energy beyond their commercial interests to achieve outcomes for the benefit of the sector. Leaders must be ethical and professional in their dealings with others and appreciate the benefits of cultural diversity for their sector. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for seafood industry stakeholders who represent their industry sector in public and industry forums. This unit is one of six sector leadership units at Certificate IV level. The leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Exhibit professionalism	1.1. Open, honest and ethical dealings with ***stakeholders*** are demonstrated through ***personal example***. 1.2. Industry goals are placed above self-interest or gain and ***conflicts of interest*** are declared promptly. 1.3. Personal commitment and loyalty to the industry are shown by supporting agreed goals, other leaders, colleagues and staff. 1.4. ***Leadership*** is demonstrated by inspiring others to participate in the achievement of common goals. 1.5. Information gained through own position is used sensitively and in the best interests of the industry.
2. Make a commitment to achieve outcomes	2.1. A strong personal commitment to achieving industry sector objectives is made, while balancing personal and work commitments. 2.2. Effective ***time management*** is demonstrated. 2.3. A commitment is made to ***learning*** and continuous improvement.
3. Demonstrate diplomacy, integrity	3.1. The sharing of knowledge and expertise is demonstrated through personal example.

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ELEMENT	PERFORMANCE CRITERIA
and ethics	3.2. Conflict is managed constructively, impartially and with a minimum of fuss. 3.3. Respect is engendered through ***ethical values*** and honest actions and speech.
4. Work effectively with cultural diversity	4.1. ***Cultural diversity*** is respected and promoted as an integral part of the industry. 4.2. Individuals are encouraged to promote their own qualities or backgrounds. 4.3. Communication styles are modified to accommodate diverse audiences.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• developing morale and motivating groups • inspiring, enthusing, encouraging and praising others • learning from others and from past mistakes • respecting and valuing individual differences • seeking feedback and using this for continuous improvement • taking responsibility for achieving outcomes and moving the sector forward • willingness to challenge ideas and confront issues, barriers and obstacles • willingness to follow as well as to lead • working outside one's comfort zone.
Required knowledge
• benefits of diversity to sector and general community • codes of practice or ethics and conflicts of interest • interpersonal interactions involving verbal and non-verbal communication • learning processes and skill development strategies • motivation techniques • range of leadership styles and follower behaviour • team-building strategies • time-management techniques • working with groups.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • cope with stress • demonstrate commitment to continued learning • demonstrate ethical dealings with stakeholders • demonstrate professionalism and commitment to sector goals and codes of practice • demonstrate determination, motivation and persistence in achieving outcomes • maintain energy and long-term commitment • remain focused on agreed objectives and goals even in difficult circumstances • respect and harness individuality and diversity to benefit the sector.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace or in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • interview and oral questioning • role-plays and responses to scenarios • feedback from stakeholders about the candidate's professionalism, respect for diversity, ethical dealings with others and leadership through personal example • review of professional development activities undertaken by the candidate • review of the candidate's diaries and planning to evaluate time management.
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Stakeholders may include:	• Austrade and Department of Foreign Affairs • certification or accreditation bodies, and third-party auditors • commercial fishing or aquatic groups • community representatives, local land holders and residents • conservation and environmental organisations, such as the Nature Conservation Council and the World Wide Fund for Nature • cooperatives, marketing bodies and associations • current and potential customers, clients and suppliers • ecosystem or resource management committees or advisory groups, including Management Advisory Committees (MACs), catchment management groups, Landcare, Bushcare, Coastcare and Seacare • employer, company directors and other professional associations • export promotion agencies, such as the Exporters Club • government funding providers • Indigenous seafood or resource management groups, and traditional fishing groups/cooperatives • media • ornamental, aquarium and other hobby groups • political organisations, politicians and ministerial advisors • professional, industry and state or territory representative bodies, including Seafood

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RANGE STATEMENT	
	Experience Australia, National Aquaculture Council, Commonwealth Fisheries Association and Seafood Services Australia • research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences, • relevant ministries, government departments (federal, state or territory and local) and other regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and Australian Aquaculture Inspection Service • schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee and industry training advisory bodies (ITABs) • statutory authorities, such as the Fisheries Research and Development Corporation • surfing, recreational fishing and boating groups • unions.
Personal example may include:	• consideration, praise and encouragement • ethics, integrity, honesty and sincerity • listening, sensitivity, warmth, humour and empathy • mediation and conciliation • networking • organisational protocol • professional manner and personal appearance • responding to deadlines and returning calls promptly • safety (food and occupational) • willingness to become involved • working with cultural diversity.
Conflicts of interest may include:	• bribery, gifts and entertainment • conflicting directorships or membership of organisations • favours for friends and relatives • improper use of information • insider trading • political activity.

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RANGE STATEMENT	
Leadership qualities may include:	• awareness of own strengths and weaknesses • empathy and social skills • inspiration and motivation of others • motivation, passion and optimism for achieving goals • resilience, adaptability and intuition • self-awareness • shared leadership responsibility and delegation.
Time management may include:	• breaking tasks in to a logical sequence of manageable activities • delegating roles and responsibilities • maintaining a systematic approach • keeping diaries and journals • setting priorities.
Learning opportunities may include:	• coaching and mentoring • job, role and task rotation • participation at industry forums, workshops and seminars • participation in ecosystem, fishery or aquaculture management committee meetings • participation in leadership programs and resource management courses • participation in work groups attached to committees • shadowing or witnessing • tertiary and technical training to upgrade skills and qualifications.
Ethical values may include:	• diligence • economy and efficiency • honesty, openness, trustworthiness and confidentiality • integrity, objectivity and impartiality • probity and compliance • procedural fairness • respect for individual differences and cultural diversity • respect for the law and natural justice • responsibility, accountability and corporate governance.
Benefits of cultural diversity may	• cultural enrichment and inclusion

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RANGE STATEMENT	
include:	• greater range of available views, ideas and strategies • retention of broad stakeholder interest and support • stronger community and public awareness and involvement • wider range of potential leaders.

Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFILEAD407A Provide expert information to a resource management group

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of resource management group or committee participants to provide constructive information and advice at meetings based on their expertise, knowledge and experience of a sector within the seafood industry. Participants must ensure that colleagues within their industry sector are informed of the group's developments and seek their input and feedback. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for seafood industry stakeholders who represent their industry sector in natural resource management groups, and other public and industry forums. This unit is one of six sector leadership units at Certificate IV level. The leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Build and maintain a detailed knowledge of an industry sector	1.1. Knowledge of ***products***, ***equipment***, ***supply chain***, ***key stakeholders and other organisations***, resource management processes and policies, ***legislation and regulations*** and other ***industry sectors*** is developed and maintained. 1.2. Likely sources of ***information*** are identified and accessed, as required. 1.3. Relevant historical events, and the sensitivities and positions of the people involved, are recalled and applied. 1.4. ***New developments***, including ***quality and environmental requirements***, affecting the sector are identified and assessed for their potential impact.
2. Provide quality	2.1. Meeting procedures are observed according to the

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ELEMENT	PERFORMANCE CRITERIA
information to the committee	requirements of the chairperson and the agency. 2.2. Accurate and balanced information is provided to the committee. 2.3. Information is provided to add constructively to the committee discussion or debate. 2.4. Contributions to the meeting are made in a ***professional and ethical manner***.
3. Keep sector informed of committee process	3.1. Interested sector members are informed of meeting outcomes and feedback is sought. 3.2. Confidentiality and sensitivity of meeting processes is respected, where appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing the relevance, accuracy and shortcomings of information and discerning trends, issues and implications • assessing risks and opportunities implicit in new information and developments • explaining ideas and concepts to a range of audiences • identifying target groups that can use information to good effect • presenting and distributing information to constituents using effective strategies • researching industry information • tapping into a wide range of sources of information.
Required knowledge
• basic environmental and resource management procedures, regulations and codes of practice relevant to seafood industry sectors • ecologically sustainable development (ESD) principles and practices, such as Environment Australia protocols • employment and workplace safety legislation and regulations • key seafood industry political processes • key seafood industry stakeholders, including individuals, interest groups and organisations • key processes or steps in the seafood supply chain • major historical events that have shaped the sector over time

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REQUIRED SKILLS AND KNOWLEDGE
• methods of disseminating information to best effect • new and emerging processes, technology and quality or environmental requirements • other commercial sectors, species, products and correct marketing names • processes for identifying stakeholders and opinion leaders • scientific and economic concepts relating to resource management, including maximum sustainable yield, maximum economic yield and technology creep • relevant sectors in the seafood industry and their supply chains • work regime, typical equipment used and special features of the relevant sector or geographic area.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • build knowledge by researching information from a range of sources on key matters relating to the industry sector • analyse information for gaps, accuracy and industry significance • be proactive by recognising existing and potential threats and opportunities affecting the sector • provide timely and appropriate information and advice to key stakeholders and other members of the sector. Assessment must confirm current working knowledge of: • the sector, organisations, representatives and political processes relevant to the industry sector.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace or in a simulated work environment.

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EVIDENCE GUIDE	
Method of assessment	The following assessment methods are suggested: • feedback from chairperson and/or agency member regarding candidate's respect for confidentiality, as required • feedback from constituents regarding the candidate's information dissemination • feedback from the chairperson and/or other members regarding the accuracy, timeliness and relevance of information provided by the candidate to the committee • interview and oral questioning • observation of an oral presentation made by the candidate at, for example, port meetings of constituents • review of information that candidate may have supplied to the committee or other stakeholders.
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Products may include:	• crustaceans • fish and related products (e.g. roe) • live and dead seafood • manufactured foodstuffs (e.g. canned seafood and soups) • miscellaneous invertebrates • molluscs and related products (e.g. pearls) • ornamental and display aquatic plants and animals

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RANGE STATEMENT	
	• reptiles and related products (e.g. skins) • seaweed, aquatic plants and algae.
Equipment may include:	• aquaculture, ornamental or holding machinery and equipment • communication equipment, including computers • fishing gear • manufacturing, processing, transport and refrigeration equipment • packing and storage equipment and containers • safety gear and personal protective equipment (PPE) • vessels • wholesale and retail equipment.
Supply chain may include:	• auction/wholesale and retail • consumption • cultivate and grow/culture • harvest or catch • live holding and display • process • transport and storage.
Stakeholders and other organisations may include:	• Austrade and Department of Foreign Affairs • certification or accreditation bodies, and third-party auditors • cooperatives, marketing bodies and associations • commercial fishing or aquatic groups • community representatives, local land holders and residents • conservation and environmental organisations, such as the Nature Conservation Council and the World Wide Fund for Nature • current and potential customers, clients and suppliers • ecosystem or resource management committees or advisory groups, including Management Advisory Committees (MACs), catchment management groups, Landcare, Bushcare, Coastcare and Seacare • employer, company directors and other professional associations • export promotion agencies, such as the

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RANGE STATEMENT	
	Exporters Club • government funding providers • Indigenous seafood or resource management groups and traditional fishing groups/cooperatives • media • ornamental, aquarium and other hobby groups • political organisations, politicians and ministerial advisors • professional, industry and state or territory representative bodies, including Seafood Experience Australia, National Aquaculture Council, Commonwealth Fisheries Association and Seafood Services Australia • relevant ministries, government departments (federal, state or territory and local) and other regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and Australian Aquaculture Inspection Service • research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences • schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee and industry training advisory bodies (ITABs) • statutory authorities, such as the Fisheries Research and Development Corporation • surfing, recreational fishing and boating groups • unions.

Relevant legislation and regulations may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch

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RANGE STATEMENT	
	agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions, and other compliance requirements, including: • Australian Exclusive Economic Zone • international treaties and agreements • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • Indigenous native title, land claims and cultural activities, including fishing by traditional methods • land, buildings and vehicle operations: • buildings and structures design and appearance, constructions and additions • poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • maritime, vessel and occupational diving operations: • Australian occupational diving standards

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RANGE STATEMENT	
	and codes of practice • foreign and Australian legislation applying to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code • use of vessels, right of way and other marine orders, bunkering and refuelling • occupational health and safety (OHS) hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
Industry sectors may include:	• aquaculture • fisheries compliance • foreign fishers and companies • importing, exporting, trading and marketing • Indigenous Australian fishers • ornamentals and aquaria • post-harvest: • live holding or display • processing • transport and distribution • wholesale and retail • wild catch fisheries, including fishing charter operations

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RANGE STATEMENT	
	• vessel operations.

Information may include:	• discussion of issues:
	  • at port, sector, cooperative and community meetings
	  • with industry groups and government representatives
	• verbal information (e.g. face to face and telephone)
	• websites, Facebook, Twitter and other online networks
	• written information (e.g. electronic, SMS, memos, reports, newsletters, surveys, media releases, posters and brochures).

New developments may include:	• climate change • economic change • legislative and resource management changes • new products, markets, processing, packaging and equipment • political issues • proposed policy changes • quality and environmental requirements • research findings • technological change • third-party accreditation or certification.
Quality and environmental requirements may include:	• animal welfare • ecologically sustainable fisheries requirements, including population dynamics, fishing impacts and management strategies • enterprise standard operating procedures and quality assurance systems • food safety, including state or territory food regulations and Australian and New Zealand Food Safety requirements • HACCP • industry or sector codes of practice • legal/regulatory requirements, such as legal limits and quotas • personal hygiene.
Professional and ethical manner may include:	• acknowledging the roles and accountability of other stakeholders • declaring any financial and other self-interest

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RANGE STATEMENT	
	• ensuring that contributions are in the best interests of the industry sector, rather than acting as an advocate for an organisation or interest group • making time for consultation and meeting preparation • observing confidentiality, tact and discretion when dealing with sensitive issues and documents • putting views forward in a manner that engenders cooperation and compromise.

Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFILEAD408A Analyse information to develop strategic seafood management options

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of a resource management group member or committee participant to support the achievement of ecologically sustainable development (ESD) strategies for their sector's resources. In analysing information, the resource management group member or committee participant is expected to take into account the legitimate interests of other stakeholders, and to recognise any limitations in scientific data or other information relating to changes or risk to ecosystems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for seafood industry stakeholders who represent their industry sector in natural resource management groups, and other public and industry forums. This unit is one of six sector leadership units at Certificate IV level. The leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Analyse meeting papers and other information prior to meetings	1.1. Available ***information*** is assessed for key points, assumptions and recommendations. 1.2. Questions to clarify critical information and advice are developed in readiness for meetings. 1.3. Additional specialist advice is sought, where necessary. 1.4. Viewpoints expressed by all ***stakeholders and other organisations*** are interpreted from a broad industry perspective.
2. Prepare realistic positions and supporting arguments	2.1. The implications of the available information and any proposed strategies for the participant's sector are assessed.

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ELEMENT	PERFORMANCE CRITERIA
in advance	2.2. The likely expectations and points of negotiation of other ***participants*** are determined. 2.3. Logical and ***balanced conclusions*** are drawn from the available information. 2.4. Practical and sustainable ***resource management options*** are planned from a broad industry perspective.
3. Propose strategic approaches to resource management	3.1. Input to management plans is constructive and sympathetic to the interests of all stakeholders. 3.2. The uncertainty and lack of precision of scientific and other information are appreciated and reflected in the selection of management strategies. 3.3. Performance indicators are proposed for preferred options that are consistent with the interest of the broad range of ecosystem users.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• applying adaptive management strategies to reflect the uncertainty of scientific data • assessing a range of alternatives rather than choosing the easiest option • communicating industry visions and directions to other stakeholders • critically analysing information, summarising the key issues and making sense of them • developing solutions and practical strategies that are innovative • explaining ideas and concepts to a range of audiences • identifying changing circumstances and the need to challenge current industry positions • interpreting complex information, including legislation, regulations, business plans, budgets, fisheries and other scientific research data • negotiating for consensus or compromise.
Required knowledge
• adaptive management strategies • relevant government policies

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REQUIRED SKILLS AND KNOWLEDGE
• impact of change on individuals, groups, organisations and industry • policy development and budget processes at commonwealth, state or territory and local level • political parties, platforms and processes • relevant developments in other industries and sectors • relevant legislation, regulations and international treaties and agreements • resource management options • strategies for consulting and gaining support for industry positions.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • analyse long-term trends to identify the need to change current industry policies and procedures • assess the implications of a particular course of action for other stakeholders and interest groups • canvass management strategies that reflect risk and the uncertainty of impacts on the ecosystem • challenge traditional thinking and solutions and seek proactive and adaptive approaches • develop and promote practical action plans and strategies to achieve the industry's vision and goals • evaluate the potential outcomes of strategies in respect to achieving industry goals • identify current best practice in other industries and organisations (both within Australia and internationally) • identify opportunities for beneficial change • take a broad industry view that goes beyond sectors, organisations and individuals.
Context of and specific resources for	Assessment is to be conducted in the workplace or in a

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EVIDENCE GUIDE	
assessment	simulated work environment.
Method of assessment	The following assessment methods are suggested: • feedback from stakeholders about the candidate's contribution to seafood management planning in the sector • interview and oral questioning • review of articles, reports, advice and other industry information written by the candidate • role-plays and responses to scenarios.
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Information may include:	• discussion of issues:
	  • at port, sector, cooperative and community meetings
	  • with industry groups and government representatives
	• verbal information (e.g. face to face and telephone)
	• websites, Facebook, Twitter and other online networks
	• written information (electronic, SMS, memos, reports, newsletters, surveys, media releases, posters and brochures).

Stakeholder and other organisations may include:	• Austrade and Department of Foreign Affairs • certification or accreditation bodies and third-party auditors

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RANGE STATEMENT	
	• commercial fishing or aquatic groups • community representatives, local land holders and residents • conservation and environmental organisations, such as the Nature Conservation Council and the World Wide Fund for Nature • cooperatives, marketing bodies and associations • current and potential customers, clients and suppliers • ecosystem or resource management committees or advisory groups, including Management Advisory Committees (MACs), catchment management groups, Landcare, Bushcare, Coastcare and Seacare • employer, company directors and other professional associations • export promotion agencies, such as the Exporters Club • government funding providers • Indigenous seafood or resource management groups and traditional fishing groups/cooperatives • media • ornamental, aquarium and other hobby groups • political organisations, politicians and ministerial advisors • professional, industry and state or territory representative bodies, including Seafood Experience Australia, National Aquaculture Council, Commonwealth Fisheries Association and Seafood Services Australia • relevant ministries, government departments (federal, state or territory and local) and other regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and Australian Aquaculture Inspection Service • research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences • schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee

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RANGE STATEMENT	
	and industry training advisory bodies (ITABs) • statutory authorities, such as the Fisheries Research and Development Corporation • surfing, recreational fishing and boating groups • unions.
Participants may include:	• chairperson, who may be independent • commercial fisher seafood sector members • environment and conservation members • government or agency members, such as Australian Fisheries Management Authority representatives • other community or stakeholder members • recreational fisher or resource user members • research members • traditional fisher or resource user members.
Balanced conclusions may include:	• achievement of ESD of the species • achievement of the commercial viability of fishing operators • conservation of the species • implementation of adaptive management strategies that reflect the uncertainty of scientific and other data • maintenance of the ecosystem • recognition of the interests of other users of the ecosystem.

Resource management options may include:	• combination of input and output controls and other sector-specific options
	• input controls for aquaculture, ornamental or holding enterprises:
	  • licences or permits for operation
	  • open and closed seasons
	  • restrictions on intensity of operations, and numbers of culture or holding units within specific area
	  • restrictions on translocations of live stock
	  • specifications or minimal requirements on equipment
	• input controls for fishing:
	  • area closures
	  • limited entry
	  • open and closed seasons

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RANGE STATEMENT	
	• restriction on boat numbers • restrictions on gear • output controls for aquaculture, ornamental or holding enterprises: • information on production returns • treatment and disposal of effluents and wastes • output controls for fishing: • individual transferable quotas • total allowable catches.

Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFILEAD409A Negotiate collective outcomes within the resource management group process

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of a resource management group or committee participant to seek agreement within the group's consultative process through mature discussion and negotiation, and having regard for what is best for the sector, the seafood industry and the broader ecosystem. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for seafood industry stakeholders who represent their industry sector in natural resource management groups, and other public and industry forums. This unit is one of six sector leadership units at Certificate IV level. The leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Communicate views in a clear and constructive manner	1.1. Language used in committee meetings is appropriate to the broad range of ***participants***. 1.2. Active listening is used to seek reactions from ***stakeholders and other organisations***. 1.3. Feedback is sought to ensure that the views of all stakeholders have been understood. 1.4. A balanced ***exchange of views*** is encouraged.
2. Manage ***conflict*** to seek resolution	2.1. A diversity of views is acknowledged and respected. 2.2. Positions are held while appreciating the boundaries of other stakeholders. 2.3. Overall interests of the resource management committee are put above personal and commercial interests. 2.4. Conflict is resolved through meaningful negotiation

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ELEMENT	PERFORMANCE CRITERIA
	and compromise, where necessary.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• acknowledging disagreements and the views of others and dealing constructively with differences • compromising to achieve 'win-win' outcomes • encouraging the exchange of views and information through active listening and effective questioning • ensuring that negotiations stay focused and do not collapse unnecessarily • ensuring that the intended message is delivered and that key points are covered • making a strong case without overselling or becoming personal or aggressive • providing verbal communication within the group or committee that is clear and concise.
Required knowledge
• principles of negotiation, mediation, conflict resolution and incident de-escalation • structured and inclusive meeting procedures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • communicate clearly within the resource management group to position the sector to best

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EVIDENCE GUIDE	
	effect • listen actively, understand the information needs of others and adapt communication to suit those needs • negotiate persuasively while dealing constructively with differences within the group • prepare for and participate in resource management group meetings to obtain effective outcomes.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace or in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • feedback from the natural resource management group chairperson and/or other group members regarding the communication and conflict resolution skills displayed by the candidate in committee meetings • interview and oral questioning • review of information that the candidate may have supplied to the committee or other stakeholders • role-plays and responses to scenarios.
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Participants may include:	• chairperson, who may be independent • commercial seafood sector members • environment and conservation members • government or agency members • other community or stakeholder members

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RANGE STATEMENT	
	• recreational fisher or resource user members • research members • traditional fisher or resource user members.
Stakeholders and other organisations may include:	• Austrade and Department of Foreign Affairs • certification or accreditation bodies and third-party auditors • commercial fishing or aquatic groups • community representatives, local land holders and residents • conservation and environmental organisations, such as the Nature Conservation Council and the World Wide Fund for Nature • cooperatives, marketing bodies and associations • current and potential customers, clients and suppliers • employer, company directors and other professional associations • ecosystem or resource management committees or advisory groups, including Management Advisory Committees (MACs), catchment management groups, Landcare, Bushcare, Coastcare and Seacare • export promotion agencies, such as the Exporters Club • government funding providers • Indigenous seafood or resource management groups and traditional fishing groups/cooperatives • media • ornamental, aquarium and other hobby groups • political organisations, politicians and ministerial advisors • professional, industry and state or territory representative bodies, including Seafood Experience Australia, National Aquaculture Council, Commonwealth Fisheries Association and Seafood Services Australia • relevant ministries, government departments (federal, state or territory and local) and other regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and

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RANGE STATEMENT	
	Australian Aquaculture Inspection Service • research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences, • schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee and industry training advisory bodies (ITABs) • statutory authorities, such as the Fisheries Research and Development Corporation • surfing, recreational fishing and boating groups • unions.
Exchange of views may include:	• achievement of economically sustainable development (ESD) of the species • achievement of the commercial viability of fishing operators • conservation of the species • implementation of adaptive management strategies that reflect the uncertainty in scientific and other data • maintenance of the ecosystem • recognition of the interests of other users of the ecosystem.
Conflict may arise due to:	• Australia's international obligations, including the United Nations (UN) Law of Sea, UN Fish Stocks Agreement and regional fisheries management organisations • competing access demands from commercial, recreational and traditional fishing • competing demands from several fisheries operating on single ecosystems • competing interests of other users of the marine environment, including tourism, coastal development, oil and gas production, shipping and telecommunication cables • ecologically versus economically sustainable development • other emerging issues, such as animal welfare • public and private ownership and access.

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Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFILEAD501C Develop and promote industry knowledge

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of a strategic industry leader to keep up-to-date with a broad range of industry knowledge and assess the significance of issues and new developments for the continued growth and wellbeing of the industry as a whole. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for the development of industry leaders involved in strategic management of the seafood industry. This unit is one of seven strategic leadership units at Diploma level. The strategic leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Build and maintain a detailed knowledge of the industry	1.1. Knowledge of key industry sectors, ***products***, ***equipment***, ***supply chain***, ***stakeholder organisations***, people, resource management processes/policies, work practices, ***legislation and regulations*** is developed and maintained. 1.2. Likely sources of information are identified and accessed, as required. 1.3. Relevant historical events and the sensitivities and positions of the people involved are recalled and applied. 1.4. State, territory, national and international issues and research findings are analysed for their relevance to the industry.
2. Assess new developments	2.1. Issues of actual or potential significance for the industry are identified and researched, as necessary. 2.2. The risks and opportunities of ***new developments*** in industry processes, technology and quality/environmental requirements are considered. 2.3. Emerging stakeholders and interest groups are identified and assessed for their potential benefit or impact.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Trends in production, marketing, resource management and research are analysed. 2.5. Success and failure in other industries are assessed for their relevance. 2.6. Changing community and customer beliefs, attitudes and expectations are monitored.
3. Disseminate information to best effect	3.1. Accurate and balanced ***information*** is disseminated to key target groups using a language, style and format that is readily understood. 3.2. Broad industry awareness and interest in key issues is promoted by providing regular and timely information.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing the relevance, accuracy and shortcomings of information and discerning trends, issues and implications • assessing the risks and opportunities implicit in new information • explaining complex ideas to a wide range of audiences • identifying target groups that can use industry information to good effect • presenting and distributing information to stakeholders using effective strategies • researching industry information • tapping a wide range of sources of information • writing clear, plain English summaries of industry information.
Required knowledge
• basic environmental and resource management procedures, regulations and codes of practice relevant to the specific sector within the seafood industry • changing customer expectations and buying patterns • commercial fisheries, aquaculture and other seafood sectors, species and correct marketing names, products, working regime, typical equipment used and unique aspects relevant to sector or geographic area • ecologically sustainable development (ESD) principles and practice, such as Environment Australia protocols

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REQUIRED SKILLS AND KNOWLEDGE
• employment and workplace safety legislation and regulations that impact on the seafood industry • key processes or steps in the supply chain for seafood and other aquatic products • key seafood industry political processes and stakeholders, including individuals, interest groups and organisations • links between and interdependence of key processes in the supply chain for seafood and other aquatic products • major historical events that have shaped the industry over time • methods of disseminating information to best effect • national and international policy approaches to production, processing, marketing, resource management and research • new and emerging processes, technology and quality/environmental requirements • processes for identifying stakeholders and opinion leaders • price movements and seasonality of competing products and supplies • sectors in the seafood industry and supply chain • scientific and economic concepts relating to fisheries and aquaculture management, including maximum sustainable yield, maximum economic yield and technology creep • sustainable energy principles and practices relevant to area of work.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • analyse information for gaps, accuracy and industry significance • be proactive by recognising threats and opportunities affecting the industry • build knowledge by researching information from a wide range of sources on key matters relating to industry • demonstrate current, working knowledge of industry sectors, organisations, representatives and political

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EVIDENCE GUIDE	
	processes • provide timely and appropriate information and advice to key stakeholders.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace and in a simulated work environment. Resources may include: • relevant legislation and regulations • fisheries or aquaculture management or research reports.
Method of assessment	The following assessment methods are suggested: • feedback from stakeholders regarding accuracy, timeliness and relevance of information provided by the candidate • interview and oral questioning • observation of an oral presentation by the candidate • review of articles, reports, advice and other industry information written by the candidate • review of a project that describes the candidate's research and analysis of a topic or issue.
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Products may include:	• crustaceans • fish and related products (e.g. roe) • live and dead seafood

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RANGE STATEMENT	
	• manufactured foodstuffs (e.g. soups) • miscellaneous invertebrates • molluscs and related products (e.g. pearls) • ornamental and display aquatic plants and animals • reptiles and related products (e.g. skins) • seaweed, aquatic plants and algae.
Equipment may include:	• aquacultural ornamental or holding machinery and equipment • communication equipment, including computers • fishing gear • manufacturing, processing, transport and refrigeration equipment • packing and storage equipment and containers • safety gear and personal protective equipment (PPE) • vessels • wholesale and retail equipment.
Supply chain may include:	• auction/wholesale and retail • consumption • cultivate and grow/culture • harvest or catch • live holding and display • process • transport and storage.
Stakeholder organisations may include:	• Austrade and Department of Foreign Affairs • certification or accreditation bodies and third-party auditors • commercial fishing or aquatic groups • community representatives, local land holders and residents • conservation and environmental organisations, such as the Nature Conservation Council and the World Wide Fund for Nature • cooperatives, marketing bodies and associations • current and potential customers, clients and suppliers • ecosystem or resource management committees or advisory groups, including Management

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RANGE STATEMENT	
	Advisory Committees (MACs), catchment management groups, Landcare, Bushcare, Coastcare and Seacare • employer, company directors and other professional associations • export promotion agencies, such as the Exporters Club • government funding providers • Indigenous seafood or resource management groups and traditional fishing groups/cooperatives • media • ornamental, aquarium and other hobby groups • political organisations, politicians and ministerial advisors • professional, industry and state or territory representative bodies, including Seafood Experience Australia, National Aquaculture Council, Commonwealth Fisheries Association and Seafood Services Australia • relevant ministries, government departments (federal, state or territory and local) and other regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and Australian Aquaculture Inspection Service • research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences • schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee and industry training advisory bodies (ITABs) • statutory authorities, such as the Fisheries Research and Development Corporation • surfing, recreational fishing and boating groups • unions.

Legislation and regulations may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration,

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RANGE STATEMENT	
	licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • ESD principles, environmental hazard identification, risk assessment and control • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions, and other compliance requirements, including: • Australian Exclusive Economic Zone • international treaties and agreements • imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • Indigenous native title, land claims and cultural activities, including fishing by traditional methods • land, buildings and vehicle operations: • buildings and structures design and appearance, constructions and additions • poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • water or land lease, tenure or ownership and use • use of chemicals and biological agents

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RANGE STATEMENT	
	• use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • maritime, vessel and occupational diving operations: • Australian occupational diving standards and codes of practice • foreign and Australian legislation applying to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code • use of vessels, right of way and other marine orders, bunkering and refuelling • occupational health and safety (OHS) hazard identification, risk assessment and control • product quality assurance • correct quantities, sizes and other customer requirements • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
New developments may include:	• climate change • economic change • legislative and resource management changes • new products, markets, processing, packaging and equipment • political issues • proposed policy changes

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RANGE STATEMENT	
	• research findings • quality and environmental requirements • technological change • third-party accreditation or certification.

Information dissemination may include:	• discussion of issues:
	  • at port, sector, cooperative and community meetings
	  • with industry groups and government representatives
	• verbal information (e.g. face to face and telephone)
	• websites, Facebook, Twitter and other online networks
	• written information (e.g. electronic, SMS, memos, reports, newsletters, surveys, media releases, posters and brochures).

Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFILEAD502C Shape strategic thinking

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	Thus unit of competency deals with the capability of the strategic leader to shape and champion the industry's goals and translate these into practical terms that can be widely understood both in the industry and wider community. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for the development of industry leaders involved in strategic management of the seafood industry. This unit is one of seven strategic leadership units at Diploma level. The strategic leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and refine goals and directions for the industry	1.1. Historical patterns of thinking are reviewed when considering ***strategic issues*** and canvassing realistic alternative outlooks. 1.2. Strengths, weaknesses, opportunities and threats are considered when developing new ideas, approaches, goals and directions. 1.3. Ownership of industry goals and directions is built by seeking a shared vision and communicating it clearly to ***stakeholders*** and the community.
2. Develop practical strategies to achieve goals	2.1. Alternative strategies for reaching goals are canvassed with all stakeholders. 2.2. The merits of each strategy are assessed in anticipation of likely obstacles, potential winners and losers, constraints and overall industry benefits. 2.3. Opinion leaders, decision makers and action takers are identified and their potential inputs assessed. 2.4. ***Decisions*** about strategies are made after careful consideration of all relevant information. 2.5. An ***action plan*** is developed that sets out the tactics, resource implications, timeframes, responsibilities of those involved and review points.

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Support for strategies is developed by follow-up, lobbying, explaining plans to stakeholders and through seeking shared decision making.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assessing a range of alternatives rather than choosing the easiest option • achieving credibility for the vision and ownership • communicating industry visions and directions to stakeholders • critically analysing information, summarising and making sense of key issues • developing solutions and practical strategies which are 'outside the box' • explaining complex ideas to a range of audiences • identifying changing circumstances and the need to challenge current industry positions • interpreting complex information, such as legislation, regulations, business plans, budgets, fisheries and other research data • negotiating for consensus or compromise.
Required knowledge
• government and parliamentary processes • impact of change on individuals, groups, organisations and industry • political context, including parties, platforms and processes • policy development and budget processes at commonwealth, state, territory and local level • relevant developments in other industries • relevant international treaties and agreements, legislation and regulations • strategies for consulting and gaining support for industry positions.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • analyse long-term trends to identify the need to change current industry policy or procedures • assess the implications of a particular course of action on other stakeholders and interests • challenge traditional thinking and solutions and seek proactive approaches • develop and promote practical action plans and strategies to achieve the industry's vision and goals • evaluate potential outcomes of strategies for achieving industry goals • identify current best practice in other industries and organisations both within Australia and overseas • identify opportunities for beneficial change • take a broad industry view that goes beyond sectors, organisations and individuals.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace and in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • feedback from stakeholders about the candidate's contribution to strategic planning in the industry or organisation • review of articles, reports, advice and other industry information written by the candidate • review of a project that describes the candidate's research and analysis of a strategic issue.
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Strategic issues may include:	• animal welfare • business continuity and succession • community perceptions of industry • environmental protection and environmental management • genetic modification issues • industry and ecosystem co-management and self-management approaches • marine and coastal parks, and protected areas • native title, land claim legislation and resource access, and traditional fishing • new developments, including technological change, new species or products, legislative and fisheries or aquaculture management changes, debate of proposed policies and other political issues, and issues of research findings • marketing, including value adding and World Trade Organisation issues • recreational and commercial balance • resource access security • resource sustainability • safe food and quality assurance • skills development, including competency standards, training and assessment • stakeholder perceptions of industry • third-party certification • wild catch versus aquaculture.
Stakeholder may include:	• Austrade and Department of Foreign Affairs • certification or accreditation bodies and third-party auditors • commercial fishing or aquatic groups • community representatives, local land holders and residents • conservation and environmental organisations,

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RANGE STATEMENT	
	such as the Nature Conservation Council and the World Wide Fund for Nature • current and potential customers, clients and suppliers • cooperatives, marketing bodies and associations • ecosystem or resource management committees or advisory groups, including Management Advisory Committees (MACs), catchment management groups, Landcare, Bushcare, Coastcare and Seacare • employer, company directors and other professional associations • export promotion agencies, such as the Exporters Club • government funding providers • Indigenous seafood or resource management groups and traditional fishing groups/cooperatives • media • ornamental, aquarium and other hobby groups • political organisations, politicians and ministerial advisors • professional, industry and state representative bodies, including Seafood Experience Australia, National Aquaculture Council, Commonwealth Fisheries Association and Seafood Services Australia • relevant ministries, government departments (federal, state or territory and local) and other regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority. Australian Aquaculture Inspection Service • research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences • schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee and industry training advisory bodies (ITABs) • statutory authorities, such as the Fisheries Research and Development Corporation • surfing, recreational fishing and boating groups

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RANGE STATEMENT	
	• unions.
Basis for ***decision*** making may include:	• business case, including cost-benefit, profitability and customer satisfaction • current assets and additional capital required • ecological and economic sustainability of resources • ecosystem management approach • funding availability • industry ownership, sponsorship and cooperation • legality, compliance and probity • links with government policies, industry and organisational goals • market capability, maturity, strength and opportunity • political impact and stakeholder support • public interest • risk management.
Action plans may include:	• action steps and responsibilities of individuals • objectives and outcomes • resource requirements and budget • review points • tactics and strategies to achieve objectives • timetable for activities.

Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFILEAD503C Cultivate productive working relationships

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of the strategic leader to establish and maintain a wide network of key contacts and work collaboratively with them to further the broad interests of the industry. It also covers the ability to foster and support new leaders. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for the development of industry leaders involved in strategic management of the seafood industry. This unit is one of seven strategic leadership units at Diploma level. The strategic leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain effective relationships with individuals	1.1. A wide network of contacts is developed and used by taking the time to talk and listen to ***stakeholders and other organisations***. 1.2. The ***benefits of a diversity of views*** are valued and used to build a broad industry perspective. 1.3. Common ground is identified to facilitate consensus between sectoral interests and joint ownership of industry goals, strategies and plans. 1.4. Respect is gained by demonstrating high performance standards and providing regular information, feedback and service to stakeholders.
2. Develop influential networks, alliances and partnerships	2.1. Sources of useful expertise and consultative mechanisms are identified to establish contact with other people and sectors and to develop a broader viewpoint. 2.2. Cooperation is harnessed by identifying mutual benefits, agreeing on common goals and joint approaches and through creating 'win-win' outcomes. 2.3. ***Collaborative relationships*** that position the industry with key peak bodies, government agencies and individuals are established and maintained.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. ***Agreements*** are adhered to and commitments are met to maintain credibility.
3. Demonstrate diplomacy, integrity and ethics	3.1. The sharing of knowledge and expertise is promoted by personal example. 3.2. Genuine rapport with people at all levels is established through allocating sufficient time to listen and talk to them. 3.3. People are treated fairly and with sensitivity to ***individual differences***. 3.4. Conflict is managed constructively, impartially and with a minimum of fuss. 3.5. Respect is modelled through ***ethical values***, honest actions and speech.
4. Work effectively with cultural diversity	4.1. ***Cultural diversity*** is respected and promoted as an integral part of the industry. 4.2. Individuals are encouraged to promote their own qualities or backgrounds. 4.3. Communication styles are modified to accommodate diverse audiences.
5. Develop and motivate others	5.1. Emerging leaders and talented people are identified and encouraged with regular feedback and recognition. 5.2. ***Learning opportunities*** are provided for emerging leaders through succession planning, effective coaching/mentoring and role rotation. 5.3. Industry-wide initiatives are communicated to encourage and support emerging leaders.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• consulting and encouraging involvement and commitment with the industry • encouraging an exchange of views with a broad cross-section of people without attributing blame when things go wrong • liaising with key people in community, peak bodies, industry forums and

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REQUIRED SKILLS AND KNOWLEDGE
government • respecting and valuing individual differences • seeking out, identifying, and encouraging people with potential • listening to others and establish rapport • supporting others to develop their skills and overcome obstacles • using communication and greeting protocols in languages other than English • working to understand and harness the personality, motivation and diverse qualities of others.
Required knowledge
• benefits of diversity to industry and general community • government legislation, public policy and programs and budget processes • industry organisations and formal and informal networks • other stakeholder organisations, including environmental and community organisations • learning processes and skill development strategies • performance appraisal and monitoring • political context, such as parties, platforms and processes.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • consult, listen actively and be open to a wide range of views • develop and maintain a wide range of useful contacts and networks • encourage and support others as part of a succession plan • establish collaborative relationships • provide efficient and responsive feedback to stakeholders and others

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EVIDENCE GUIDE	
	• respect and harnesses individuality and diversity to benefit the industry.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace and in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • feedback from colleagues about the candidate's respect for diversity, ethical behaviour and support of emerging leaders • feedback from stakeholders about the candidate's ability to establish and maintain effective networks • interview and oral questioning • role plays and response to scenarios.
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Stakeholders and other organisations may include:	• Austrade and Department of Foreign Affairs • certification or accreditation bodies and third-party auditors • commercial fishing or aquatic groups • community representatives, local land holders and residents • cooperatives, marketing bodies and associations • conservation and environmental organisations, such as the Nature Conservation Council and the World Wide Fund for Nature • current and potential customers, clients and

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RANGE STATEMENT	
	suppliers • ecosystem or resource management committees or advisory groups, including Management Advisory Committees (MACs), catchment management groups, Landcare, Bushcare, Coastcare and Seacare • employer, company directors and other professional associations • export promotion agencies, such as the Exporters Club • government funding providers • Indigenous seafood or resource management groups and traditional fishing groups/cooperatives • media • ornamental, aquarium and other hobby groups • political organisations, politicians and ministerial advisors • professional, industry and state or territory representative bodies, including Seafood Experience Australia, National Aquaculture Council, Commonwealth Fisheries Association and Seafood Services Australia • relevant ministries, government departments (federal, state or territory and local) and other regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and Australian Aquaculture Inspection Service • research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences, • schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee and industry training advisory bodies (ITABs) • statutory authorities, such as the Fisheries Research and Development Corporation • surfing, recreational fishing and boating groups • unions.
Benefits of a diversity of views may include:	• cultural enrichment and inclusion • greater range of available views, ideas and

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RANGE STATEMENT	
	strategies • improved response to stakeholders • retention of broad stakeholder interest and support • stronger community and public awareness and involvement • wider range of potential leaders.
Collaborative relationships may include:	• franchising • joint policy statements • joint promotion of policies, objectives or services • joint ventures • partnerships.
Agreements may include:	• community consultation strategies • financial arrangements • government and public relations strategies • industry or organisational plans • partnership agreements • pricing, marketing and export development agreements and alliances • research and development needs and priorities • resource management strategies • training or professional development needs and priorities • workplace agreements.
Individual differences may include:	• age, gender, sexual preference and marital status • culture, race, religion, ethnicity and language • educational background, thinking and learning styles • expertise, life and work experience, and working styles • interpersonal interactions • personality types • physical and intellectual capability • political views • socioeconomic status.
Ethical values may include:	• diligence • economy and efficiency • honesty, openness, trustworthiness and confidentiality

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RANGE STATEMENT	
	• integrity, objectivity and impartiality • probity • procedural fairness • respect for individual differences • respect for the law and natural justice • responsibility, accountability and corporate governance.
Cultural diversity may include:	• recognition and accommodation of cultural diversity and culture-based belief systems • recognition of the linguistic and cultural assets within the population • respect for and accommodation of culture, language and religion of others within an Australian legal and institutional framework.
Learning opportunities may include:	• coaching or mentoring • job, role and task rotation • leadership programs • participation at industry forums and workshops • participation in fisheries management committee meetings • participation in working groups attached to committees • performance appraisal interviews • resource management courses • shadowing • tertiary and technical training.

Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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SFILEAD504C Plan and achieve change and results

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of the strategic leader to operate in an uncertain environment, develop plans and translate these into actions leading to real outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for the development of industry leaders involved in strategic management of the seafood industry. This unit is one of seven strategic leadership units at Diploma level. The strategic leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan for desired change	1.1. Emerging industry requirements are anticipated in a constantly ***changing environment***. 1.2. Sources of knowledge and expertise required to analyse the impacts of change are identified and employed. 1.3. Industry goals, directions and strategies are regularly re-evaluated in response to change, new opportunities and risks. 1.4. ***Change management approaches*** adopted by other industries and organisations are evaluated and applied, where useful.
2. Prepare and assess proposals	2.1. ***Proposals*** to achieve desired change or results are developed by building on previous experience, new ***information*** and participative processes. 2.2. The feasibility of proposals and associated risks, costs and benefits are assessed. 2.3. Assumptions are questioned and alternative courses of action to achieve the same outcomes are considered. 2.4. ***External skills and expertise*** are harnessed to undertake specialised analysis, as required.

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Likely resource requirements, funding sources and external constraints are determined. 2.6. Courses of action are determined after careful consideration of all relevant information.
3. Optimise results	3.1. Tasks are broken down into a logical sequence of manageable and time-related activities. 3.2. Detailed plans, timetable and resource requirements are developed and responsibilities assigned. 3.3. Uncertainty is managed by keeping focused on what needs to be done and keeping available options open. 3.4. Appropriate ***project management strategies*** and meetings with people involved are used to optimise progress. 3.5. Team commitment to attaining results is built up by providing motivation and celebrating achievements. 3.6. Outcomes are ***evaluated*** against agreed criteria and communicated to stakeholders.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing alternative strategies and assessing proposals • coaching and mentoring skills • explaining complex ideas to a range of audiences • identifying opportunities for introducing desirable change • managing change through participative processes • managing projects, including planning, measurement, review, monitoring and evaluation • monitoring current best practice and trends in other sectors and industries to maintain a competitive edge and keep informed about the need for change • responding promptly to new situations with feasible strategies and plans.
Required knowledge
• accounting and financial documents • cost-benefit analysis

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REQUIRED SKILLS AND KNOWLEDGE
• evaluation methods • impact of change on individuals, groups and organisations • project management techniques • risk assessment methods • strategic planning approaches.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • analyse basic accounting and financial documents • break down work into a logical sequence of tasks and time-related activities • build in check points and controls to ensure that projects are completed • ensure that projects achieve expected outputs or outcomes • evaluate costs, benefits and risks of proposals • involve others and delegate responsibilities for specific tasks • monitor the progress of projects and intervene to refocus people and keep the project on track • undertake both short and long-term planning and set realistic times for completion • use the expertise of others to supplement own knowledge and advance goals.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace and in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • feedback from colleagues about the candidate's ability to obtain the commitment of others

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EVIDENCE GUIDE	
	• feedback from stakeholders about the candidate's contribution to planning for and achieving change in the industry • interview and oral questioning • review of a project managed by the candidate • review of proposals or project evaluations prepared by candidate.
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Changing environment may include:	• animal welfare issues • change in response to opportunities, issues and proposals • changing economic conditions • climate change • ecosystem and resource management strategies • emerging organisations, new lobby and interest groups • imposed change from legislative, regulatory and trade impacts • international treaties and agreements • new market, supplier or customer requirements • new quality requirements, such as export and food safety • new technology, equipment, processing, handling and transport • political debate on policies and programs • research findings

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RANGE STATEMENT	
	• third-party accreditation.
Change management approaches may include:	• defining and clarifying objectives and key elements as drivers of change • fostering creativity, innovation and feedback • incremental versus strategic/quantum shifts • involving stakeholders • proactive rather than reactive approaches • quality assurance, internal auditing and continuous improvement teams • strengthening communication processes • team building, developing and supporting emerging leaders • workshops and facilitated meetings.
Proposals may include:	• new conservation and resource access policies • new fisheries or aquaculture management proposals • new fisheries or aquaculture policies • new markets • new products, species or fisheries • new technology, equipment, plant and processes.
Information may include:	• government announcements and reports • feedback from stakeholders and staff • financial statements and budgets • fisheries or aquaculture production and research data • industry reports and data • legislative, regulatory and organisational constraints • market analysis and consumer surveys.
External skills and expertise may include:	• accountants, auditors and financial advisers • consultants, such as national resources, environmental management and marketing • external interest groups, such as the Australian Conservation Foundation • government and non-government • lawyers • other participants in ecosystem management groups, such as Landcare, Coastcare and catchment management groups • scientists, economists, logistics and

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RANGE STATEMENT	
	technicians • third-party auditors or certifiers.
Project management strategies may include:	• ongoing review and optimising progress • planning using tools, such as critical path and Gantt charts • project budgeting • project evaluation and review • work breakdown of tasks, roles and responsibilities • work schedules, tracking and reporting.
Evaluation may include:	• benchmarking with other organisations, industries, government and projects • financial accounting and auditing • internal and external audits on quality, environment and safety • qualitative data, such as consultations, interviews and focus groups • quantitative data, such as stakeholder feedback, productivity, resource usage, accidents, incidents and non-compliance • surveys and questionnaires.

Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFILEAD505C Communicate with influence

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of the strategic leader to exchange information and views, communicate important messages to industry members, and negotiate and represent industry positions to best effect. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for the development of industry leaders involved in strategic management of the seafood industry. This unit is one of seven strategic leadership units at Diploma level. The strategic leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate clearly	1.1. The authority or mandate to present industry views or position is confirmed. 1.2. Protocols and confidentiality of information are respected at all times. 1.3. Audience information needs are clarified and position is prepared. 1.4. Language used is appropriate for the audience. 1.5. Active listening is used to seek ***stakeholder and other organisation*** input and achieve a balanced exchange of views. 1.6. Feedback is sought at the time to ensure that the views expressed by all stakeholders have been understood.
2. Lobby and negotiate persuasively	2.1. Key ***individuals and target groups*** are identified for their value to advance industry interests and procedures. 2.2. Realistic positions and supporting arguments are prepared in advance in anticipation of the likely expectations and tactics of others. 2.3. Values, concerns and views of others are respected

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ELEMENT	PERFORMANCE CRITERIA
	and lines of communication are kept open. 2.4. Differences of opinion are acknowledged to encourage the rigorous examination of all options. 2.5. A variety of communication styles are used to present industry positions to best effect. 2.6. Mutually beneficial solutions are sought by establishing areas of common ground and potential compromise. 2.7. Negotiations are kept focused on key issues and moving forward towards a final resolution. 2.8. Agreements are adhered to in order to maintain the credibility and trust of others.
3. Participate in, or lead, ***meetings*** effectively	3.1. The need for meetings is identified and programmed in response to need. 3.2. An agenda and efficient, inclusive meeting procedures are used to maximise participation and maintain order. 3.3. Summaries of key issues and possible options are prepared and disseminated in advance. 3.4. Agreed outcomes are achieved in the available time by cooperating with others to seek consensus and compromise. 3.5. Outcomes of meetings are promptly summarised for action and distributed to stakeholders, as required.
4. Make key presentations at forums and conferences	4.1. Appropriate forums are selected to present industry positions to best effect. 4.2. Reliable information and advice are obtained to prepare appropriate ***presentations***. 4.3. Language, explanations, media and information/entertainment balance are adapted to meet the needs of the audience. 4.4. Responses to questions are open and honest.
5. Represent the industry to the public and media	5.1. Appropriate ***media*** are selected to maximise understanding of industry issues. 5.2. Working relationships are established and maintained with influential individuals and media personnel to arrange effective coverage of industry views and events. 5.3. A positive image of the industry is generated by ***awareness raising***, broadcasting success stories and countering negativity.

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ELEMENT	PERFORMANCE CRITERIA
	5.4. Media releases recognise the competition for news coverage and contain succinct information with a clear industry viewpoint.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• achieving outcomes in meetings through planning, encouraging participation, keeping order and maintaining momentum through documented actions • acknowledging disagreements and the views of others and dealing constructively with differences • compromising to achieve realistic and achievable outcomes • encouraging exchange of views and information through active listening and effective questioning • encouraging feedback • ensuring that negotiations stay focused and do not collapse unnecessarily • ensuring that the intended message is delivered and key points are covered • making a strong case without overselling or becoming personal or aggressive • presenting information confidently and effectively to individuals and groups in meetings, workshops and other forums • providing user-friendly verbal and written communication that is clear and concise.
Required knowledge
• industry and organisational protocols for the release of information and communicating with the media and public • information and resources available in industry and organisation • available public and community forums • operation of media • political and government organisations, processes and communication channels • principles of cross-cultural communication • principles of negotiation, mediation, conflict resolution and incident de-escalation • structured and inclusive meeting procedures.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • communicate clearly with key individuals, target groups and the media to position the industry to best effect • listen actively, understand the information needs of others and adapt communication to suit • negotiate and lobby persuasively • prepare for, participate in, and lead meetings to obtain effective outcomes • use a range of public and community media and forums to confidently promote the industry.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace and in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • feedback from stakeholders about the candidate's ability to participate in and lead meetings • feedback from stakeholders about the capability of the candidate to negotiate effectively • interview and oral questioning • observation of an oral presentation by the candidate • review of articles, media releases, presentation aids and other industry information prepared by the candidate • role-plays and responses to scenarios.
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Stakeholders and other organisations may include:	• Austrade and Department of Foreign Affairs • certification or accreditation bodies and third-party auditors • commercial fishing or aquatic groups • community representatives, local land holders and residents • conservation and environmental organisations, such as the Nature Conservation Council and the World Wide Fund for Nature • cooperatives, marketing bodies and associations • current and potential customers, clients and suppliers • ecosystem or resource management committees or advisory groups, including Management Advisory Committees (MACs), catchment management groups, Landcare, Bushcare, Coastcare and Seacare • employer, company directors and other professional associations • export promotion agencies, such as the Exporters Club • government funding providers • Indigenous seafood or resource management groups and traditional fishing groups/c-operatives • media • ornamental, aquarium and other hobby groups • political organisations, politicians and ministerial advisors • professional, industry and state or territory representative bodies, including Seafood Experience Australia, National Aquaculture Council, Commonwealth Fisheries Association and Seafood Services Australia

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RANGE STATEMENT	
	• relevant ministries, government departments (federal, state or territory and local) and other regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and Australian Aquaculture Inspection Service • research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences • schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee and industry training advisory bodies (ITABs) • statutory authorities, such as the Fisheries Research and Development Corporation • surfing, recreational fishing and boating groups • unions.
Individuals and target groups may include:	• community organisations • conservation and environmental organisations • cooperatives and marketing bodies • employer associations • fisheries management and advisory committees • government departments, ministers and advisers, politicians and political organisations • professional and industry bodies • schools, RTO's and industry training centres • statutory authorities • unions.
Meetings may include:	• board meetings • ecosystem, fisheries and aquaculture management advisory committee/group meetings • meetings with industry groups, government and political representatives, and researchers • port, sector, cooperative, community and service club meetings • public forums • regional, state/territory or national policy development meetings.
Presentation may include:	• clarity of message

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RANGE STATEMENT	
	• dress, punctuality and personal appearance • humour and entertainment value • preparation, including knowledge of subject matter • presentations aids (e.g. handouts, overhead transparencies, slides, PowerPoint, videos, CDs and DVDs) • suitability of presentation for the audience and occasion • responses to questions • tone and volume of voice • use of language and explanations.
Media may include:	• print media (e.g. newspapers, industry magazines, recreational magazines and journals) • radio programs (e.g. news grabs, interviews, current affairs and 'behind the news' documentaries) • television programs (e.g. news grabs, current affairs and documentaries) • internet, networks and chat sites.
Awareness raising may include:	• community festivals (e.g. Blessing of the Fleet or farmers markets) • individual, group and panel presentations • industry newsletters and periodicals • information booth, literature displays at industry exhibitions, shopping malls and expos • newspaper articles and special lift outs • presentations to community organisations and service clubs • press releases • school visits • TV and radio interviews • internet, Facebook, Twitter and blogs.

Unit Sector(s)

Unit sector	Leadership

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFILEAD506C Demonstrate personal drive and integrity

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of a strategic leader to invest time and energy achieve outcomes for the benefit of the industry. They must be pro-active, ethical in their dealings with others and committed for the 'long haul'. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for the development of industry leaders involved in strategic management of the seafood industry. This unit is one of seven strategic leadership units at Diploma level. The strategic leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Exhibit professionalism	1.1. Open, honest and ethical dealings with ***stakeholders and other organisations*** are demonstrated by ***personal example***. 1.2. Industry goals are placed above self-interest or gain and ***conflicts of interest*** are declared promptly. 1.3. Personal commitment and loyalty to the industry are shown by supporting agreed goals, leaders, colleagues and staff. 1.4. ***Leadership*** is demonstrated by taking responsibility for joint or individual actions and decisions and accepting constructive criticism. 1.5. Leadership is demonstrated by inspiring others to participate in the achievement of common goals. 1.6. Information gained through own position is used sensitively and in the best interests of the industry.
2. Apply personal drive and energy effectively	2.1. A strong personal commitment is made to the leadership role while balancing personal and work commitments. 2.2. Personal emotions are applied constructively to enhance own performance. 2.3. Crises are avoided by staying in control and

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ELEMENT	PERFORMANCE CRITERIA
	planning for contingencies.
3. Manage personal development	3.1. Effective ***time management*** is demonstrated by prioritising new tasks in terms of their urgency and importance and delegating tasks, where appropriate. 3.2. ***Learning opportunities*** are recognised by attending workshops/seminars, accepting new challenges, working with others and being prepared to work outside 'comfort zones'. 3.3. A commitment is made to continuous improvement, including seeking feedback from colleagues and peers.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• ability to inspire, enthuse, encourage and praise others • bouncing back from setbacks and remaining positive • developing morale and motivating groups • learning from others and from past mistakes • seeking feedback • taking responsibility for achieving outcomes and moving the industry and organisation forward • understanding others and meeting their needs • willingness to challenge ideas and confront issues, barriers and obstacles • willingness to follow as well as lead • working outside 'comfort zone'. •
Required knowledge
• codes of practice and conflicts of interest • interpersonal interactions (verbal and non-verbal communication) • motivation techniques • range of leadership styles and follower behaviour • team building strategies • time-management techniques

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REQUIRED SKILLS AND KNOWLEDGE
• working with groups.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • demonstrate commitment to continued learning • demonstrate determination, motivation and persistence to achieve outcomes • demonstrate ethical dealings with stakeholders • demonstrate initiative and ability to shape events • demonstrate professionalism and commitment to industry goals and codes of practice • maintain commitment • remain focused on agreed objectives and goals even in difficult circumstances • tackle tough challenges and issues and take ownership for decisions • manage emotions and cope with stress.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace and in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • feedback from stakeholders about the candidate's professionalism, ethical dealings with others and leadership through personal example • interview and oral questioning • review of professional development activities undertaken by candidate • role-plays and responses to scenarios • review of the candidate's diaries and planning to demonstrate time management.

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EVIDENCE GUIDE	
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Stakeholders and other organisations may include:	• Austrade and Department of Foreign Affairs • certification or accreditation bodies and third-party auditors • commercial fishing or aquatic groups • community representatives, local land holders and residents • conservation and environmental organisations, such as the Nature Conservation Council and the World Wide Fund for Nature • cooperatives, marketing bodies and associations • current and potential customers, clients and suppliers • ecosystem or resource management committees or advisory groups, including Management Advisory Committees (MACs), catchment management groups, Landcare, Bushcare, Coastcare and Seacare • employer, company directors and other professional associations • export promotion agencies, such as the Exporters Club • government funding providers • Indigenous seafood or resource management groups and traditional fishing groups/cooperatives

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RANGE STATEMENT	
	• media • ornamental, aquarium and other hobby groups • political organisations, politicians and ministerial advisors • professional, industry and state or territory representative bodies, including Seafood Experience Australia, National Aquaculture Council, Commonwealth Fisheries Association and Seafood Services Australia • relevant ministries, government departments (federal, state or territory and local) and other regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and Australian Aquaculture Inspection Service • research organisations, such as Australian Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences • schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee and industry training advisory bodies (ITABs) • statutory authorities, such as the Fisheries Research and Development Corporation • surfing, recreational fishing and boating groups • unions.
Personal example may include:	• consideration, praise and encouragement • ethics, integrity, honesty and sincerity • listening, sensitivity, warmth, humour and empathy • mediation and conciliation • networking • organisational protocol • professional manner and personal appearance • responding to deadlines and returning calls promptly • safety (food and occupational) • willingness to become involved • working with cultural diversity.
Conflicts of interest may include:	• articles of association and legal requirements • bribery, gifts and entertainment

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RANGE STATEMENT	
	• conflicting directorships or membership of organisations • corporation interest and personal gain • favours for friends and relatives • improper use of information • insider trading • political activity.
Leadership may include:	• awareness of own strengths and weaknesses • empathy and social skills • inspiration and motivation of others • motivation, passion and optimism for achieving goals • resilience, adaptability and intuition • self-awareness and recognition • shared leadership responsibility and delegation.
Time management may include:	• breaking tasks in to logical sequence of manageable activities • delegation of roles and responsibilities • keeping diaries and journals • setting priorities • systematic approach.
Learning opportunities may include:	• coaching and mentoring • job, role and task rotation • participation at industry forums, workshops and seminars • participation in ecosystem, fishery or aquaculture management committee meetings • participation in leadership programs and resource management courses • participation in work groups attached to committees • shadowing or witnessing • tertiary and technical training to upgrade skills and qualifications.

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Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFILEAD507C Provide corporate leadership

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency deals with the capability of a strategic industry leader to perform a corporate leadership role as a director of a statutory board, company, industry council or cooperative, or their own business. (While directors have clear statutory responsibilities, they may not perform all the roles described in this unit). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application for the development of industry leaders involved in strategic management of the seafood industry. This unit is one of seven strategic leadership units at Diploma level. The strategic leadership units are undertaken as a group and are listed as a Skill Set in the SFI10 Seafood Industry Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor and enhance organisational performance	1.1. Values/ethical code, strategic directions and ***plans*** for the organisation are developed, monitored and reviewed. 1.2. The viability of ***business proposals*** are assessed in terms of their potential risk and return to the organisation. 1.3. ***Performance against agreed measures*** is regularly monitored and reported.
2. Ensure legal compliance of organisation	2.1. ***Legal obligations*** are identified and understood. 2.2. Procedures are documented and records are monitored to ensure that the organisation is compliant. 2.3. Checks are made to ensure that required reports and records are lodged with the appropriate authorities by the due dates.
3. Establish and maintain board operation	3.1. Roles, responsibilities and reporting arrangements are negotiated with managers, board members, staff and ***external advisers*** according to their skills and expertise.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. ***Financial performance*** is monitored against plans to identify variances and ensure that returns to members are optimised. 3.3. ***Human resource and financial policies and practices*** are monitored to ensure they adhere to regulations, community standards and organisational requirements. 3.4. ***Conflicts of interest*** are declared and care is taken to represent broad member interests at all times rather than favouring specific sectional interests. 3.5. Credibility for the board is built with external agencies, ***stakeholders*** and people of influence by providing a clear vision of where the corporation is headed and practical strategies for getting there.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating decisions and information to corporation members and stakeholders • critically analysing proposals for risks and opportunities • evaluating compliance with legal and regulatory requirements • evaluating financial and accounting documents • evaluating management and organisational performance • recognising broad and management demarcation.
Required knowledge
• accounting and financial documents • financial management practices • human resource policies and practices • improving board effectiveness and meeting procedures • occupational health and safety (OHS) policies and practices • property transactions and leasing agreements • relevant aspects of taxation, contract and corporate law.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • communicate effectively with board members, shareholders, staff and external stakeholders • contribute to assessment of viability of business proposals • contribute to strategic and business planning • ensure legal compliance • implement human resource and financial management systems • monitor financial status and performance.
Context of and specific resources for assessment	Assessment is to be conducted in the workplace and in a simulated work environment.
Method of assessment	The following assessment methods are suggested: • feedback from the chairperson, board members, corporation managers and stakeholders about the candidate's ability to provide corporate leadership • interview and oral questioning • review of discussion papers, reports and plans prepared by the candidate and submitted to the board.
Guidance information for assessment	This unit may be assessed holistically with other SFILEAD (leadership) units within a Skill Set or qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Plans may include:	• capital investment plans • physical and human resource strategies • strategic, business and financial plans • succession plans • training and staff development plans • vision and mission statements.
Business proposals may include:	• alternative services • change of corporation strategy • investments and loans • major purchases, contracts and leases • new products and new markets • risk strategies • staffing and personnel • take-overs and mergers.
Performance against agreed measures may include:	• achievement of goals, plans and directions • compliance with legislation, stakeholder and community values and expectations • corporation stability • financial performance • human resource usage • organisational structure • productivity • shareholder/stakeholder satisfaction • supplier, client and customer satisfaction.
Legal obligations may include:	• Australian Securities Investment Commission (ASIC) requirements • Australian Stock Exchange (ASX) rules and regulations • corporations law • directors'/officers' liability insurance • environmental sustainable development (ESD) • food safety and hygiene • human resources and industrial relations • industry guidelines and codes of practice • OHS

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RANGE STATEMENT	
	• rules of incorporation and articles of association • taxation and responsible officers.
External advisers may include:	• accountants, auditors and financial advisers • consultants, such as national resources, environmental management and marketing • external interest groups, such as the Australian Conservation Foundation • government and non-government • lawyers • other participants in ecosystem management groups, such as Landcare, Coastcare and catchment management groups • scientists, economists, logistics and technicians • third-party auditors or certifiers.
Financial performance may include:	• attainment of business plans and budgets • cash flow • debt to equity ratio and return on capital investment • profitability • variation from business plans.
Human resource policies and practices may include:	• access and equity • career and succession planning • industrial relations • OHS • performance agreements • remuneration and superannuation • training and development.
Financial policies and practices may include:	• financial information systems • financial statements, such as balance sheets, profit and loss statements with notes, taxation returns and director's statements.
Conflicts of interest may include:	• articles of association and legal requirements • bribery, gifts and entertainment • conflicting directorships or membership of organisations • corporation interest and personal gain • favours for friends and relatives • improper use of information • insider trading

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RANGE STATEMENT	
	• political activity.
Stakeholders may include:	• Austrade and Department of Foreign Affairs • certification or accreditation bodies and third-party auditors • commercial fishing or aquatic groups • community representatives, local land holders and residents • conservation and environmental organisations, such as the Nature Conservation Council and the World Wide Fund for Nature • cooperatives, marketing bodies and associations • current and potential customers, clients and suppliers • ecosystem or resource management committees or advisory groups, including Management Advisory Committees (MACs), catchment management groups, Landcare, Bushcare, Coastcare and Seacare • employer, company directors and other professional associations • export promotion agencies, such as the Exporters Club • government funding providers • Indigenous seafood or resource management groups and traditional fishing groups/cooperatives • media • ornamental, aquarium and other hobby groups • political organisations, politicians and ministerial advisors • professional, industry and state or territory representative bodies, including Seafood Experience Australia, National Aquaculture Council, Commonwealth Fisheries Association and Seafood Services Australia • relevant ministries, government departments (federal, state or territory and local) and other regulation authorities, such as Department of Agriculture, Forestry and Fisheries, Australian Fisheries Management Authority and Australian Aquaculture Inspection Service • research organisations, such as Australian

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RANGE STATEMENT	
	Bureau of Agricultural Resource Economics and the Bureau of Rural Sciences • schools, registered training organisations (RTOs) and industry training centres, AgriFood Skills Australia Standing Committee and industry training advisory bodies (ITABs) • statutory authorities, such as the Fisheries Research and Development Corporation • surfing, recreational fishing and boating groups • unions.

Unit Sector(s)

Unit sector	Leadership

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIOBSV301B Monitor and record fishing operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency covers the requirements to be an observer with a designated fishing vessel. An observer validates logbook data and collects other scientific information for research and resource management purposes. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to the work undertaken by observers who are placed on board designated fishing vessels by the Australian Maritime Fisheries Authority, to monitor and record fishing operations for research purposes. An observer generally works alone although they work and live in a cooperative arrangement with the vessel crew during the cruise. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan ***onboard*** work activities	1.1. Work activities are broken down into achievable components and efficient sequences. 1.2. Timing of activities is planned to suit fishing operations, conditions and crew routines. 1.3. Tasks and priorities are modified to suit changed circumstances or requests from the cruise master and crew. 1.4. Completion of activities is logged to confirm

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ELEMENT	PERFORMANCE CRITERIA
	outputs. 1.5. Cooperation and engagement of vessel crew are sought by explaining the purpose of, and procedures for, information collection.
2. Conduct onboard observations of fishing operations	2.1. Vessel ***compliance with conditions*** of fishing permits and agreements is verified. 2.2. Accuracy and validity of vessel logbook records are checked. 2.3. Observation protocols and plans are followed under a ***range of work conditions***. 2.4. Judgement is exercised to detect ***unusual or irregular events*** on board the vessel and when suggesting possible causes and effects. 2.5. All onboard ***safety procedures*** are followed. 2.6. Cooperative relationships are maintained with cruise master and crew to enhance the value of information obtained.
3. Record and report observations	3.1. ***Observations*** are recorded in the required format. 3.2. Regular radio or telephone communication is maintained with shore personnel according to requirements. 3.3. Onshore reporting and post-cruise debriefing sessions are conducted, as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• demonstrating capacity and judgement to identify unusual or irregular events and to suggest possible causes and effects that may have implications for fisheries research and management • engaging vessel crew in cooperating with the collection and interpretation of information • estimating, measuring and sampling fishing operations and production • identifying a range of species, seafood/aquatic products, equipment and resources relevant to the industry, sector or geographic area

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REQUIRED SKILLS AND KNOWLEDGE
• recording, reporting and debriefing on fishing activity, catch, effort and other relevant information according to set protocols and plans. **Literacy skills used for**: • recording information related to fishing activity. **Numeracy skills used for**: • estimating catch and effort • measuring biological features of species and environmental conditions • sampling of catch and other relevant variables.
Required knowledge
• basic environmental management legislation, regulations and codes of practice relevant to the specific sector within the seafood industry • ESD principles and practices • commercial fisheries and unique aspects relevant to the fishery, sector or geographic area • data collection, measurement and sampling methodologies • fisheries management methodologies and associated data requirements • fisheries research methodologies and the application of scientific data • radio and telephone communication systems at sea • relationship of observation activities to fisheries management processes • species, product, work regime and typical equipment used.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to complete a range of onboard observations, measurements and sampling tasks over time, according to set protocols and plans and under difficult and arduous work conditions.

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EVIDENCE GUIDE	
	Assessment must confirm the ability to: • employ quality information collection processes that produce data that is valid and comparable to data from other sources • follow the observation, data collection and sampling routines outlined in cruise plans • identify relevant information and findings likely to be of interest for scientific and resource/environmental management purposes • engage vessel crew in cooperating with the collection and interpretation of information • cope with disruptions and changed circumstances by modifying work plans in consultation with relevant personnel • recognise non-standard events, data and samples and suggest possible causes and effects • record and report observations in appropriate formats and within the required timeframe. Assessment must confirm knowledge of: • the Australian fishing industry, including fishing methods, equipment and major species • fisheries research methodologies and the importance of accurate, complete and comprehensive scientific data • fisheries and environmental management strategies • measurement and biological sampling techniques and other data collection methodologies designed to capture information of use to scientific research and fisheries management.

Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment.
	
	Resources may include:
	• relevant documentation, such as:
	  • observation procedures and protocols
	  • data collection plans and recording forms.

Method of assessment	The following assessment methods are suggested:

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EVIDENCE GUIDE	
	• examples of records, reports and other documentation completed by the candidate • observation of the candidate while conducting onboard observations • practical exercises involving the design and conduct of measurement and sampling processes • third-party reports, including reports from shore-based supervisors and cruise crew members • written or oral short-answer questions to assess underpinning knowledge
Guidance information for assessment	This unit may be assessed holistically with other units in the Observer Skill Set: • SFIOBSV302B Collect reliable scientific data and samples • SFIOBSV303B Collect routine fishery management data • SFIOBSV304B Analyse and report onboard observations.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control

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RANGE STATEMENT	
	• fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • reducing energy use • improving energy efficiency • reducing emissions of greenhouse gases • reducing use of non-renewable resources • increasing use of renewable, recyclable and recoverable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• buoyancy vest or personal floatation device (PFD)

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RANGE STATEMENT	
	• gloves, mitts or gauntlets, and protective hand and arm covering • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear).
Observers may be placed ***on board***:	• Australian registered vessels • foreign fishing vessels • operations on the high seas • operations within Australian fishing zones • squid jiggers • trawl vessels • tuna long lines.
Compliance with conditions may include:	• compliance with permits and agreements • conduct of fishing operations in approved areas • maintenance of approved levels of fishing effort • use of fishing equipment and gear approved for the fishery.
Range of work conditions may include:	• difficult work and sleeping conditions • embarkation at any Australian port • isolation • long, irregular hours on deck, typically working up to ten hours a day, seven days a week • short notice to travel • transference between vessels at sea • unfamiliar customs and language • unfamiliar food

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RANGE STATEMENT	
	• varying durations of cruises, typically two weeks to two months.
Unusual or irregular events may include:	• by-catch • catch of sea birds and marine mammals • catch of unexpected species • inefficient fishing techniques (as an explanation of catch rates) • law breaking or breach of permit conditions • unusual biological features of catch, including size, weight and age • unusual environmental conditions.
Safety procedures may include:	• avoiding interference with fishing operations • communicating regularly with shore-based supervisors • following all onboard safety procedures • keeping crew informed of activities • locating a safe work area free from hazards • minimising risks • wearing PPE.

Observations may include:	• long line:
	  • baits at surface
	  • environmental conditions
	  • hook sizes
	  • presence of seabirds
	  • quantities of bait
	  • snood lengths
	  • tangles in setting bins
	  • time of set
	• other commercial fishing operations
	• trawl:
	  • by-catch
	  • gilled fish
	  • percentage of bin
	  • quantity
	  • time at hand
	  • weight.

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Unit Sector(s)

Unit sector	Observer operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIOBSV302B Collect reliable scientific data and samples

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves the collection of a wide range of reliable scientific data and samples for fisheries management and scientific research purposes. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to observers collecting scientific data and samples related to fisheries management. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for measurements and sampling	1.1. Purpose of collection is confirmed and explained to vessel crew. 1.2. Relevant sampling plans, procedures, materials and ***equipment*** are identified. 1.3. Required ***measurements***, ***observations***, ***samples*** and sampling frequencies are confirmed. 1.4. All measuring and sampling equipment is assembled, checked before use, and calibrated if necessary.
2. Conduct measurements and observations	2.1. Required sequence of measurements and observations is performed, according to sampling plan.

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Equipment is operated safely according to manufacturer specifications. 2.3. Measurements and ***estimations*** are recorded legibly with the appropriate units, required precision and accuracy. 2.4. Atypical or out of specification data is recognised and explanatory notes are recorded. 2.5. ***Procedures*** or equipment problems that have led to atypical data are identified and rectified. 2.6. Measuring equipment is cleaned and stored and any wastes disposed of safely.
3. Obtain samples	3.1. Samples are collected ensuring that sample types and ***sampling conditions*** are in accordance with the sampling plan. 3.2. Samples are placed, preserved and stored in labelled containers to maintain security, integrity and traceability. 3.3. ***Atypical observations*** made during sampling are recognised and recorded. 3.4. Sampling tools are cleaned and stored and any wastes disposed of safely.
4. Report on data and samples	4.1. Feedback is provided to vessel crew at key stages of the data collection and sampling processes. 4.2. Measurements, observations and samples are validated for relevance and quality as soon as possible after collection. 4.3. Documentation of data and samples is completed promptly, checked for completeness and quality, and duplicated where appropriate. 4.4. End-of-cruise reports are prepared correctly. 4.5. Transportation and storage of samples are arranged. 4.6. Confidentiality of data collected from individual sources is respected.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required skills

- preparing and presenting data and samples for use in fisheries research
- routine cleaning, calibrating and maintenance of equipment
- presenting data and information in formats to support its application in fisheries research and management
- providing information to engage vessel crew in data collection and observation
- undertaking measurements and collecting samples and other data suitable for use in fisheries research and management.

Literacy skills used for:

- labelling and recording samples
- preparing end-of-cruise reports.

Numeracy skills used for:

- calibrating measuring equipment
- preparing and measuring samples according to sampling plans and conducting basic measurements, calculations and estimations to reflect fishing operations and environmental impacts.

Required knowledge

- environmental management procedures, regulations and codes of practice relevant to the specific sector within the seafood industry
- measurement techniques, including calibrating equipment
- principles of sampling including:
  - achieving consistency in sampling procedures
  - maintaining the identification or traceability of samples relative to their source, including labelling
  - obtaining representative or randomised samples
  - preserving the integrity of samples
  - storing and transporting samples
- ESD principles and practices and its application to commercial fishing activity
- fisheries and unique aspects relevant to the fishery, sector or geographic area
- fisheries management methodologies and associated data requirements
- fisheries research methodologies and the application of scientific data to management processes
- species, product, work regime and typical equipment used.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to follow a sampling plan and associated procedures, to conduct measurements and to collect biological samples and other scientific data. Assessment must confirm the ability to: • apply quality data collection processes that yield outcomes that are valid and comparable to other data sources • complete data collection and sampling records • engage other vessel crew members to support data collection • identify atypical measurements and samples and suggest possible causes and effects • identify samples to ensure a link to their origins • obtain specified measurements, observations, estimations and representative samples • preserve or protect samples to minimise change or deterioration. Assessment must confirm knowledge of: • measuring techniques • relevant procedures for planning, designing, conducting, recording and reporting measurements and samples taken • sampling methodologies • use of measuring and sampling equipment • typical and likely atypical occurrences.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include:

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EVIDENCE GUIDE	

	• equipment maintenance schedules and procedures
	• relevant documentation, such as:
	  • standard operating procedures for sampling and data collection
	  • sampling and data collection plans
	  • cruise procedures and protocols for observers
	  • selection of sampling equipment and recording sheets.

Method of assessment	The following assessment methods are suggested: • examples of workplace recording and reporting completed by the candidate • observation of the candidate while conducting onboard observations • practical exercises, including the design and conduct of measurement and sampling processes • third-party reports from team leaders, cruise personnel, users of the marine environment and other relevant personnel • written or oral short-answer testing to assess underpinning knowledge.
Guidance information for assessment	This unit may be assessed holistically with other units in the Observer Skill Set: • SFIOBSV301B Monitor and record fishing operations • SFIOBSV303B Collect routine fishery management data • SFIOBSV304B Analyse and report onboard observations.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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

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RANGE STATEMENT	
regional contexts) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** are followed including:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • maintaining biodiversity by sustainable

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RANGE STATEMENT	
	fisheries or broodstock/seedstock collection • reducing energy use • improving energy efficiency • reducing emissions of greenhouse gases • reducing use of non-renewable resources • increasing use of renewable, recyclable and recoverable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • waterproof clothing (e.g. wet weather gear).
Equipment may include:	• calibrating equipment • callipers • computers, including laptops and software • data logging equipment and buoys • digital and polaroid cameras • electronic measuring devices • pens and pencils • preservatives • tagging equipment • sample storage materials and containers • scales • soft measuring boards • waterproof record sheets and labels.

Measurements and observations may include:	• environmental conditions:
	  • bottom and surface water temperatures
	  • bottom conditions

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RANGE STATEMENT	
	• debris • oily substances • pH • water quality • interrogation of data loggers • location (latitude and longitude) and distance from significant port or landmark • number and species of by-catch, including per shot and per day • number and species of fish, including dead and undersized • number and species of seabirds and marine mammals • quantity of catch: • number • percentage of bin • weight • retrieval of tags: • colour • damage • double tag • location • reproductive status • sex • size • seabird activity: • distance from vessel • diving • hook ups • level of interest or disinterest • numbers • species • sex of fish and gonad state • size of catch: • eye-fork • eye-tail • fork length • snout to anus • standard length

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RANGE STATEMENT	

	• time and date
	• weather and sea conditions:
	  • phase of moon
	  • tides and currents
	  • wave and swell height and direction
	  • wind speed and direction
	• weight:
	  • cleaned
	  • fresh
	  • with and without head.

Samples may include:	• 'dumb' and 'smart' tags
	• environmental conditions, including water and microscopic organisms
	• gonads
	• muscle samples for genetic analysis
	• samples of species:
	  • whole animals for identification
	  • hard or soft samples
	  • otoliths
	• stomach contents.

Estimations may include:	• catch conversion factors for a variety of processing techniques, such as skin on/off, head on/off, fillets and square/diagonal cut • extrapolation of data to estimate catch from sample time to trawl time, and from sample number and weight to total catch • percentage of bin • time • whole catch.
Procedures may include:	• agency recording and reporting procedures • Australian and international standards • calibration and maintenance schedules • equipment manuals • OHS procedures • standard operating procedures (SOPs) • storage of samples, including preservation and freezing.
Sampling conditions may include:	• appropriate transportation methods • labelling information • monitoring of storage conditions, including

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RANGE STATEMENT	
	temperature control • percentage of bin • random and stratified (time dependent, top/bottom) samples • spill to bin • use of appropriate containers • use of preservatives • wrapping and preparations for freezing to prevent burn.
Atypical measurements and observations may include:	• catch of sea birds and marine mammals • changed fishing practice, such as into wind, across wind and depth • fish kills and algal blooms • measurements outside expected ranges due to calibration errors or faulty equipment • unexpected species or by-catch • unusual biological features of catch (e.g. size, weight and age) • unusual environmental conditions.

Unit Sector(s)

Unit sector	Observer operations

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFIOBSV303B Collect routine fishery management data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves collecting and recording routine fishery management data by following given procedures. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application to observers collecting routine fisheries management data. It may be collected during and/or after fishing operations. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Collect data efficiently	1.1. ***Data requirements*** are identified. 1.2. Valid data is collected as soon as practical during and/or after fishing operations. 1.3. ***Estimations*** are made, where required.
2. Record data accurately	2.1. Identifying information is entered on ***record sheets*** to ensure traceability of data. 2.2. Valid data is entered on record sheets accurately, legibly and without gaps. 2.3. Errors are rectified correctly. 2.4. Data sheets are checked for completeness and dispatched, as required.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• identifying a range of species, other seafood/aquatic products and equipment, and resources relevant to the enterprise, sector or geographic area
• measuring and estimating catch, effort and other variables that may explain the outcomes of fishing activity.
 	
Literacy skills used for:
• completing data sheets
• reading instructions.
 	
Numeracy skills for:
• estimating and calculating:
  • distance
  • length
  • number
  • time
  • weight.

Required knowledge
• basic biological features of target species and likely by-catch • ESD principles and practices • scientific principles that influence the design of data collection systems • commercial fisheries and unique aspects relevant to the enterprise, sector or geographic area • purposes of fisheries management data collection • work regime and typical equipment used to collect data for target species, product and likely by-catch.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • accept responsibility for the validity of data and records • collect and record fisheries management data in an accurate and timely manner, and in accordance with pre-set requirements. Assessment must confirm knowledge of: • biological features of target species and likely by-catch • procedures and tools to collect required data on target species and likely by-catch.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • data collection forms.
Method of assessment	The following assessment methods are suggested: • completed work documents • observation of data collection activities • third-party reports from fishery managers and scientific personnel • written or oral short-answer questions to assess underpinning knowledge.
Guidance information for assessment	This unit may be assessed holistically with other units in the Observer Skill Set: • SFIOBSV301B Monitor and record fishing operations • SFIOBSV302B Collect reliable scientific data and samples • SFIOBSV304B Analyse and report onboard observations.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** are followed including:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine • Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences relevant to the area • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances

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RANGE STATEMENT	
	• safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • reducing energy use • improving energy efficiency • reducing emissions of greenhouse gases • reducing use of non-renewable resources • increasing use of renewable, recyclable and recoverable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • waterproof clothing (e.g. wet weather gear).

Data requirements may include:	• catch retained and discarded
	• environmental conditions:
	  • bottom type
	  • pH
	  • phase of moon
	  • temperature

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RANGE STATEMENT	

	• tides and currents
	• fishing effort:
	  • bait
	  • hook size
	  • longline rigging
	  • snood length
	• fishing methods
	• gonad state
	• location (latitude and longitude) and distance from significant port of landmark
	• measurements
	• number and species of by-catch, including per shot and per day
	• number and species of seabirds and marine mammals
	• quantity and species of catch:
	  • number
	  • per day
	  • per shot
	  • percentage of bin
	  • weight
	• sampling
	• sex of fish
	• size
	• time and date
	• vessel characteristics:
	  • communications equipment
	  • electronic equipment
	  • horsepower
	  • length.

Estimations may include:	• distance
	• gonad state
	• quantity, including number and total or percentage weight of species
	• seabird activity:
	  • distance from vessel
	  • diving
	  • level of interest or disinterest
	  • numbers

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RANGE STATEMENT	
	• species • sex • size, including length and weight of species.
Record sheets may include:	• company initiated reports • logbooks that may be required as a condition of a permit • receival dockets • sampling sheets for industry research purposes • specific research project data sheets.

Unit Sector(s)

Unit sector	Observer operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIOBSV304B Analyse and report onboard observations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves analysing trends, unusual occurrences and uncertainty in scientific and fisheries management data collected during onboard observations of fishing activities, and reporting results within the required timeframe. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit has application to observers analysing and reporting onboard observations. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Check data and perform basic computations	1.1. Raw measurement data, estimations and observations are examined for consistency with expectations and reasonable ranges. 1.2. ***Scientific quantities*** are calculated with the required accuracy and precision, and checked. 1.3. Results are presented in appropriate formats.
2. Analyse trends and relationships between sets of data	2.1. Results are analysed to determine trends and relationships between sets of data. 2.2. Logical conclusions are drawn from the ***analyses***. 2.3. Results that are inconsistent with expectations are recognised and reported. 2.4. ***Possible causes and effects*** of unexpected outcomes are identified by examining cruise records and notes of atypical observations.
3. Report results	3.1. Charts, tables and graphs are used to present results in the ***appropriate formats***. 3.2. Reports are presented in a format and style consistent with requirements. 3.3. Results are ***communicated*** within the specified time

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ELEMENT	PERFORMANCE CRITERIA
	and according to other organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing, recording and reporting scientific data and samples to enhance research and fisheries and environmental management • critical thinking to identify and analyse trends and other non-standard findings from data collection and to draw logical conclusions as to likely causes and effects • presenting and recording data and findings in formats appropriate for scientific and management uses • reporting the results of observations during cruises to interested stakeholders. **Literacy skills used for**: • preparing reports and presentations. **Numeracy skills used for**: • conducting measurements, estimations and analyses of data and samples collected during onboard observations.
Required knowledge
• environmental management procedures, regulations and codes of practice relevant to the specific sector within the seafood industry • statistical analyses • ESD principles and practices • commercial fisheries and unique aspects relevant to the fishery, sector or geographic area • fisheries management methodologies and associated data requirements • fisheries research methodologies and the application of scientific data • inductive and deductive reasoning processes • work regime and typical equipment used to collect data on target species, product and likely by-catch.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to analyse data from onboard observations and to draw reasonable conclusions about the impact of fishing on the resource, the ecosystem and the wider environment. Assessment must confirm the ability to: • apply basic statistical analyses to raw data • follow relevant plans, procedures and protocols • perform relevant calculations and analyses of data and samples collected • present results in formats suitable for scientific and management purposes • recognise non-standard samples and observations and assess possible causes and effects • report findings that identify and provide possible explanations for unusual observations. Assessment must confirm knowledge of: • analytical techniques • basic statistical analyses • biological sampling techniques and other data collection methodologies • fisheries and environmental management strategies • fisheries research methodologies and the use of scientific data • the Australian fishing industry, including major species, fishing methods and equipment.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment.

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EVIDENCE GUIDE	

	Resources may include:
	• relevant documentation, such as:
	  • data collection and sampling plans
	  • observation procedures and protocols
	  • recording and reporting forms.

Method of assessment	The following assessment methods are suggested: • examples of records and reports prepared by the candidate to illustrate analytical and reasoning capability • practical exercises involving the analysis of sets of data and samples to identify trends and likely impacts on resources • third-party reports, including reports from cruise crew members, fisheries managers and scientists • written or oral short-answer questions to assess underpinning knowledge.
Guidance information for assessment	This unit may be assessed holistically with other units in the Observer Skill Set: • SFIOBSV301B Monitor and record fishing operations • SFIOBSV302B Collect reliable scientific data and samples • SFIOBSV303B Collect routine fishery management data.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** are followed	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine

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RANGE STATEMENT	
including:	• Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations, safety at sea and pollution control • OHS hazard identification, risk assessment and control
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • the appropriate use, maintenance and storage of personal protective clothing and equipment (PPE).
ESD principles may include:	• applying animal welfare ethics and procedures • control of effluents, chemical residues, contaminants, wastes and pollution • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • reducing energy use • improving energy efficiency • reducing emissions of greenhouse gases

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RANGE STATEMENT	
	• reducing use of non-renewable resources • increasing use of renewable, recyclable and recoverable resources • undertaking environmental hazard identification, risk assessment and control.
Scientific quantities may include:	• conversion factors of species • mean, median and mode • measurements to support specific research projects • ratios • total counts, fractions, decimals, percentages and proportions • trends.
Methods of ***analyses*** may include:	• comparative • deductive • inductive • root cause • statistical.
Possible cause and effect issues may include:	• changed fishing practices, such as into wind, across wind and depth • equipment faults and calibration errors • environmental and ecological influences • equipment reading errors and faulty measuring and sampling techniques • fishing equipment and techniques • fishing pressure and effort • interaction with seals, turtles and dolphins and other protected species • sea bird abundance.
Appropriate formats may include:	• charts • databases • graphs • journals • logbooks • spreadsheets • tables • work sheets • written reports and memos.
Communication channels may include:	• email • journals and logs

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RANGE STATEMENT	
	• radio • routine oral and written briefings • satellite telephone • special written reports on unusual occurrences • SMS and ext • website, blogs, Twitter and other web-based media • written reports and memos.

Unit Sector(s)

Unit sector	Observer operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIOHS301C Implement OHS policies and guidelines

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves implementing and monitoring the enterprise's occupational health and safety (OHS) policies, procedures and programs in the relevant work area to achieve and maintain OHS standards. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for personnel in the seafood industry with supervisory responsibilities.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Provide information to the work group about OHS and the organisation's OHS policies, procedures and programs	1.1. Relevant provisions of OHS legislation and codes of practice are accurately and clearly explained to the work group. 1.2. ***Information*** on the ***organisation's OHS policies***, ***procedures and programs*** is provided in a readily accessible manner and is accurately and clearly explained to the work group. 1.3. Information about identified hazards and the outcomes of risk assessment and risk control procedures is regularly provided and is accurately and clearly explained to the work group.
2. Implement and monitor ***participative arrangements*** for the management of OHS	2.1. Organisational procedures for consultation over OHS issues are implemented and monitored to ensure that all members of the work group have the opportunity to contribute. 2.2. Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution according to workplace procedures for issue resolution. 2.3. The outcomes of consultation over OHS issues are made known to the work group promptly.
3. Implement and monitor the	3.1. Existing and potential hazards in the work area are identified and reported so that risk assessment and

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ELEMENT	PERFORMANCE CRITERIA
organisation's procedures for ***identifying hazards and assessing risks***	risk control procedures can be applied.
4. Implement and monitor the organisation's procedures for controlling risks	4.1. Work procedures to ***control risks*** are implemented and adherence to them by the work group is monitored. 4.2. Existing risk control measures are monitored and results reported regularly. 4.3. Inadequacies in existing risk control measures are identified according to the hierarchy of control and reported to designated personnel. 4.4. Inadequacies in resource allocation for implementation of risk control measures are identified and reported to designated personnel.
5. Implement the organisation's procedures for dealing with hazardous events	5.1. ***Workplace procedures*** for dealing with ***hazardous events*** are implemented, whenever necessary, to ensure that prompt control action is taken. 5.2. Hazardous events are investigated to identify their cause according to investigation procedures. 5.3. Control measures to prevent recurrence and minimise risks of hazardous events are implemented based on the hierarchy of control, if within scope of responsibilities and competencies, or alternatively referred to designated personnel for implementation.
6. Implement and monitor the organisation's procedures for providing OHS training	6.1. ***OHS training*** needs are identified accurately, specifying gaps between OHS competencies required and those held by work group members. 6.2. Arrangements are made for fulfilling identified OHS training needs, in both on and off-the-job training programs, in consultation with relevant parties.
7. Implement and monitor the organisation's procedures for maintaining OHS records	7.1. ***OHS records*** for work area are accurately and legibly completed according to workplace requirements for OHS records and legal requirements for the maintenance of records of occupational injury and disease. 7.2. Aggregate information from the area's OHS records is used to identify hazards and monitor risk control procedures within work area according to organisational procedures and within scope of responsibilities and competencies.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analysing relevant workplace data, such as incident or environmental monitoring data, to identify hazards, assess risks and evaluate the effectiveness of risk control measures
- analysing the entire work environment, in area of responsibility, in order to identify hazards, assess risks and judge when intervention to control risks is necessary
- assessing the resources needed to apply different risk control measures and making recommendations to management on that basis
- communicating to:
  - provide OHS information to work group
  - clarify OHS concerns with employees and others
  - consult with work group on OHS matters
  - make recommendations on risk control measures and resource allocation for risk control measures
  - report to designated personnel on:
    - potential and actual hazards
    - inadequacies of existing risk control measures
    - inadequacies of resource allocation for risk control measures
- identifying training needs of work group
- maintaining OHS records
- organising skills to arrange and track training of work group members within area of responsibility
- providing feedback to work group and individual members on OHS performance.

Literacy skills used for:

- interpreting information on the organisation's policies, procedures and programs
- interpreting organisation's OHS data and records
- recording information in OHS records
- researching risk control measures and associated resource allocation.

Numeracy skills used for:

- analysing aggregate OHS data using tables and graphs to identify trends, hazards and inadequacies in risk control measures.

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REQUIRED SKILLS AND KNOWLEDGE

Required knowledge

- hazards which exist in the workplace, including:
  - considerations for choosing between different control measures, such as possible inadequacies of particular control measures
  - the range of control measures available for these hazards
- how the characteristics and composition of the workforce impact on OHS management, including:
  - communication skills
  - cultural background
  - gender
  - labour market changes
  - language, literacy and numeracy
  - part-time, casual or contract workers
  - workers with disabilities
- organisational OHS management systems, policies and procedures necessary to support organisational compliance with legal requirements, including procedures for:
  - assessing risks
  - communicating about OHS issues
  - consulting and allowing participation over OHS issues
  - controlling risks
  - identifying and reporting on hazards (e.g. through inspection reports)
  - monitoring risk control measures
  - OHS record keeping
  - OHS training
  - reporting budgetary and resource needs
  - responding to, and dealing with, hazardous events
- principles and practices of effective OHS management, such as:
  - accident and incident investigation
  - elements of an effective OHS safety management system
  - participation and consultation over OHS
  - risk management (i.e. hazard identification, risk assessment and risk control)
  - the hierarchy of control
- the provisions of OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, employees and other parties with legal responsibilities
- the relevance of OHS management to other organisational systems, policies and procedures, including:

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REQUIRED SKILLS AND KNOWLEDGE
• budgeting • business planning (especially new technology and organisational change) • consultation • contractors • equal employment opportunity • human resource management • maintenance • purchasing • training.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • apply, organisational management systems and procedures to OHS • apply risk management procedures (i.e. undertake hazard identification, risk assessment and risk control in accordance with the hierarchy of control). Assessment must confirm knowledge of: • how characteristics of the workforce impact on the management of OHS, and an ability to apply that understanding • the elements of competence, of all applicable OHS Acts, regulations and codes of practice.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include:

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EVIDENCE GUIDE	
	• enterprise OHS policies and procedures • PPE • relevant OHS Acts, regulations and codes of practice • relevant work areas for identification of hazards and control measures.
Method of assessment	The following assessment methods are suggested: • case studies • demonstration • interview • projects (work and/or scenario based) • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Information may include:	• hazards and risk management procedures • the nature of work, tasks and procedures • providing direct supervision, for example, to inexperienced workers • consultation with OHS representatives and OHS committees • induction of new workers • assisting in work tasks • communicating legislation and codes of practice, for example, relating to hazards in the work area.
Organisation's OHS policies, ***procedures and programs*** may	• codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector

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RANGE STATEMENT	

include:	• enterprise-specific OHS procedures, policies or standards:
	  • general to the management of the enterprise, such as:
	  • counselling or disciplinary processes
	  • job procedures and work instructions
	  • maintenance of plant and equipment
	  • purchasing of supplies and equipment
	  • specific to OHS, such as:
	  • assessing risks
	  • consultation and participation
	  • controlling risks
	  • emergency response
	  • housekeeping
	  • identifying hazards (e.g. inspections)
	  • incident investigation
	  • OHS issue resolution
	  • OHS record keeping
	  • OHS training and assessment
	  • personal protective equipment (PPE)
	  • providing OHS information
	  • reporting OHS issues
	  • specific hazards

Participative arrangements may include:	• formal and informal meetings which include OHS • OHS representatives • OHS committees • other committees (e.g. consultative, planning and purchasing) • suggestions, requests, reports and concerns put forward by employees to management.
Identifying hazards and assessing risks may include:	• audits • checking work area and/or equipment before and during work • consultative processes as may be used with work group, subcontractors, suppliers and customers • housekeeping • identifying employee concerns • job and work system assessment

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RANGE STATEMENT	
	• maintenance of plant and equipment • purchasing of supplies and equipment, for example, review of material safety data sheets (MSDS) and manufacturer/supplier information • reviews of OHS records, including registers of hazardous substances and dangerous goods • workplace inspections.

Control risks may include:	• application of the hierarchy of control, namely:
	  • eliminate the hazard
	  • substitute the hazard with a lesser hazard or risk
	  • isolate the hazard
	  • use engineering controls
	  • use administrative controls
	  • use PPE
	• consultation with workers and their representatives
	• measures to remove the cause of a hazard at its source.

Workplace procedures may include:	• accident/incident reporting and investigation • chemical containment • evacuation • first aid.
Hazardous events may include:	• accidents • bomb scares • emergencies (e.g. chemical spills) • fires and explosions • violent incidents (e.g. armed robberies).
OHS training may include:	• emergency and evacuation training • induction training • specific hazard training • specific task or equipment training • training as part of broader programs (e.g. equipment operation).
OHS records may include:	• first aid/medical post records • hazardous substances registers • health surveillance and workplace environmental monitoring records • maintenance and testing reports • manufacturer and supplier information,

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RANGE STATEMENT	
	including MSDS and dangerous goods storage lists • OHS audits and inspection reports • records of instruction and training • workers' compensation and rehabilitation records.

Unit Sector(s)

Unit sector	Occupational health and safety

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIOHS501C Establish and maintain the enterprise OHS program

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves effectively establishing, maintaining and evaluating the organisation's occupational health and safety (OHS) system in order to ensure that the workplace is, so far as is practicable, safe and without risks to the health of employees and others within area of managerial responsibility. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for personnel in the seafood industry with managerial responsibilities.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and maintain the ***framework for the OHS system*** in the area of managerial responsibility	1.1. OHS policies are developed which clearly express the organisation's commitment with respect to OHS within the area of managerial responsibility and how relevant OHS legislation will be implemented, consistent with overall organisational policies. 1.2. OHS responsibilities and duties which will allow implementation and integration of the OHS system are clearly defined, allocated and included in job descriptions and duty statements for all relevant positions. 1.3. Financial and human resources for the operation of the OHS system are identified, sought and/or provided in a timely and consistent manner. 1.4. Information on the OHS system and procedures for the area of managerial responsibility is provided and explained in a form which is readily accessible to employees.
2. Established and maintain ***participative***	2.1. Appropriate consultative processes are established and maintained in consultation with employees and their representatives according to relevant OHS

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ELEMENT	PERFORMANCE CRITERIA
arrangements for the management of OHS	legislation and consistent with the organisation's overall process for consultation. 2.2. Issues raised through participation and consultation are dealt with and resolved promptly and effectively in accordance with procedures for issue resolution. 2.3. Information about the outcomes of participation and consultation is provided in a manner accessible to employees.
3. Establish and maintain ***procedures for identifying hazards***	3.1. Existing and potential hazards are correctly identified and confirmed according to OHS legislation, codes of practice and trends identified from the OHS records system. 3.2. A procedure for ongoing identification of hazards is developed and integrated within systems of work and procedures. 3.3. Activities are appropriately monitored to ensure that procedures are adopted effectively throughout the area of managerial responsibility. 3.4. Hazard identification is addressed at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created.
4. Establish and maintain ***procedures for assessing risks***	4.1. Risks presented by identified hazards are correctly assessed according to OHS legislation and codes of practice. 4.2. Procedure for ongoing assessment of risks are developed and integrated within systems of work and procedures. 4.3. Activities are monitored to ensure that procedures are adopted effectively. 4.4. Risk assessment is addressed at the planning, design and evaluation stages of any change to ensure that risks from hazards are not increased.
5. Establish and maintain ***procedures for controlling risks***	5.1. Measures to control assessed risks are developed and implemented according to the hierarchy of control, relevant OHS legislation, codes of practice and trends identified from the OHS records system. 5.2. When measures, which control a risk at its source, are not immediately practicable, interim solutions are implemented until a control measure is developed. 5.3. Procedure for ongoing control of risks, based on the hierarchy of control, are developed and integrated

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ELEMENT	PERFORMANCE CRITERIA
	within general systems of work and procedures. 5.4. Activities are monitored to ensure that risk control procedures are adopted effectively. 5.5. Risk control is addressed at the planning, design and evaluation stages of any change to ensure that adequate risk control measures are included. 5.6. Inadequacies in existing risk control measures are identified according to the hierarchy of control, and resources enabling implementation of new measures are sought and/or provided according to appropriate procedures.
6. Establish and maintain organisational ***procedures for dealing with hazardous events***	6.1. Potential hazardous events are correctly identified. 6.2. Procedures which would control the risks associated with hazardous events and meet any legislative requirements as a minimum are developed in consultation with appropriate emergency services. 6.3. Appropriate information and training is provided to all employees to enable implementation of the correct procedures in all relevant circumstances.
7. Establish and maintain an ***OHS training program***	7.1. An OHS training program is developed and implemented to identify and fulfil employees' OHS training needs as part of the organisation's general training program. 7.2. OHS training needs are identified and recommendations for delivery formulated.
8. Establish and maintain a ***system for OHS records***	8.1. A system for keeping OHS records is established and monitored to allow identification of patterns of occupational injury and disease. 8.2. Sources of workplace information and data are accessed as part of regular monitoring of the OHS management system to identify hazards and monitor risk control procedures within the workplace.
9. ***Evaluate the organisation's OHS system*** and related policies, procedures and programs	9.1. The effectiveness of the OHS system and related policies, procedures and programs is regularly assessed according to the organisation's aims with respect to OHS. 9.2. Improvements to the OHS system are developed and implemented to ensure more effective achievement of the organisation's aims with respect to OHS. 9.3. Compliance with OHS legislation and codes of practice is assessed to ensure that legal OHS standards are maintained as a minimum.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• analysing relevant workplace data for the purpose of incident and environmental monitoring, to identify hazards, assess risks and evaluate the effectiveness of the OHS management system
• analysing the entire working environment in order to identify hazards, assess risks and design and implement appropriate OHS management systems
• assessing the resources needed to establish and maintain OHS management systems, including a range of risk control measures
• communicating to:
  • consult with and convey information to staff
  • gain commitment for:
  • OHS system
  • financial and human resources
• facilitating change, implementing continuous improvement and promoting compliance
• delegating roles and responsibilities, and implementing and monitoring the OHS system
• developing a systematic approach to OHS management
• problem solving skills to determine solutions to control risks.
 	
Literacy skills used for:
• designing and documenting policies and procedures
• interpreting OHS legislation, regulations and codes of practice
• presenting information
• researching hazards and risk controls.
 	
Numeracy skills used for:
• analysing workplace data
• determining required financial resourcing.

Required knowledge
• hazards and associated risks that exist in the organisation, including:

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REQUIRED SKILLS AND KNOWLEDGE

- considerations for choosing between different control measures, such as possible inadequacies with particular control measures
- how to identify when expert advice is needed
- the range of control measures available for these risks

- how the characteristics and composition of the workforce impact on OHS management, including:
  - communication skills
  - cultural background
  - gender
  - literacy
  - part-time, casual and contract workers
  - workers with disabilities
- management arrangements relating to regulatory compliance, for example, arrangements for:
  - allocating financial, technical and human resources for OHS
  - assessing risks
  - collection and use of OHS related data
  - communicating to the organisation about OHS
  - consulting about, and participating in, OHS management
  - controlling risks
  - identifying and reporting on hazards, for example, through audits and inspections
  - keeping the organisation abreast of developments in OHS, for example, law, control measures and hazards
  - mandatory licences and certificates
  - mandatory notifications and reporting
  - monitoring risk control measures
  - OHS record keeping
  - OHS training
  - registers, listings and labelling of regulated materials (e.g. hazardous substances and dangerous goods)
  - responding to, and dealing with, hazardous events
- principles and practices of effective OHS management, including:
  - appropriate links to other management systems (e.g. contractors, maintenance and purchasing)
  - elements of an effective OHS management system
  - incident and accident investigation
  - participation and consultation over OHS
  - risk management

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REQUIRED SKILLS AND KNOWLEDGE
• the hierarchy of control measures • the role of technical information and experts in designing control measures, monitoring systems and health surveillance • the provisions of OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, manufacturers, suppliers, employees and other parties with legal responsibilities • the relevance to OHS management of other organisational management systems, policies and procedures, including: • business planning (especially plans relating to technological change, organisational change and workplace design) • consultation • contractors • equal employment opportunity • finance • human resource management • maintenance • materials transport and storage • purchasing • training.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Competence may be demonstrated working individually, under the guidance of, or as a member of, a team with specialist OHS staff, managers or consultants. Assessment must confirm ability to: • establish and/or maintain the organisation's OHS management system • identify when expert advice is needed, obtain that

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EVIDENCE GUIDE	
	advice and act on it appropriately. Assessment must confirm knowledge of: • how the characteristics of the workforce impact on the design and maintenance of OHS management systems, and an ability to apply that understanding • relevant OHS Acts, regulations and codes of practice and how they will be implemented within the area of managerial responsibility • the principles and practice of effective OHS, including the significance of organisational management systems and procedures for OHS, and an ability to establish and maintain appropriate arrangements for OHS within those systems and procedures.
Context of and specific resources for assessment	This unit should be assessed by a combination of workplace (or a realistic simulation) and off-the-job assessment. The context of assessment should ensure that evidence relating to the contingency management component (ability to deal with irregularities and breakdowns) of competency can be collected. Evidence must include observation in the workplace as well as off-the-job techniques, such as interviews and simulations. Conditions for simulations should: • accurately simulate the range of operations and circumstances that managers or owners could be expected to manage in the workplace • allow for discussion • ensure the relevant information and documents are available. Resources may include: • relevant OHS Acts, regulations and codes of practice • information relevant to the management of the enterprise (e.g. planning, operations, maintenance, purchasing and budgeting) • enterprise OHS management information, including policies and procedures • work areas in the area of managerial responsibility.
Method of assessment	The following assessment methods are suggested:

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EVIDENCE GUIDE	
	• case studies • demonstration of skills in workplace or simulated work environment • interviews • portfolio of workplace OHS documents, such as policy, procedures, minutes of meetings, checklists, risk control plans, incident reports and OHS records • projects (work or scenario based) • written tests.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Framework for the OHS may include:	• a system for communicating OHS information to employees, supervisors and managers within the enterprise
	• determining the ways in which OHS will be managed. This may include distinct OHS management activities, or inclusion of OHS functions within a range of management functions and operations, such as:
	  • designing operations, work flow and materials handling
	  • maintenance of plant and equipment
	  • planning or implementing alterations to site, plant, operations or work systems
	  • purchasing of materials and equipment
	• mechanisms for keeping up-to-date with relevant information and updating the management arrangements for OHS, for

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RANGE STATEMENT	
	example, information on health effects of hazards, technical developments in risk control and environmental monitoring and changes to legislation • mechanisms for review and allocation of human, technical and financial resources needed to manage OHS, including defining and allocating OHS responsibilities for all relevant positions • mechanisms to assess and update OHS management arrangements relevant to legislative requirements • policy development and updating.
Participative arrangements for the management of OHS may cover:	• employee and supervisor involvement in OHS management activities, such as OHS inspections, audits, environmental monitoring, risk assessment and risk control • OHS representatives • inclusion of OHS in consultative or other meetings and processes • OHS committees (e.g. consultative, planning and purchasing) • procedures for reporting hazards, risks and OHS safety issues by managers and employees.
Procedures for identifying hazards may include:	• audits • employee reporting of OHS issues • maintaining and analysing OHS records, including environmental monitoring and health surveillance reports • maintenance of plant and equipment • reviews of materials and equipment purchases, including manufacturer and supplier information • workplace inspections, including plant and equipment.
Procedures for assessing risks may include:	• analysis of relevant records and reports (e.g. injuries and incidents, hazardous substances inventories/registers, audit and environmental monitoring reports and OHS committee records) • determining the likelihood and severity of adverse consequences from hazards

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RANGE STATEMENT	
	• maintenance of plant and equipment • OHS audits • planning or implementing alterations to site, operations or work systems • purchasing of materials and equipment • workplace inspections.

Procedures for controlling risks may include:	• appropriate application of measures according to the hierarchy of control, namely:
	  • administrative controls
	  • elimination of the risk
	  • engineering controls
	  • PPE
	• assessing the OHS consequences of materials, plant or equipment prior to purchase
	• checking enterprise compliance with regulatory requirements
	• designing safe operations and systems of work
	• inclusion of new OHS information into procedures
	• obtaining expert advice.

Organisational procedures for hazardous events may include:	• inspecting systems and operations associated with potentially hazardous events (e.g. emergency communications, links to emergency services, fire fighting, chemical spill containment, bomb alerts and first aid services) • making inventories of, and inspecting, high risk operations.

OHS training program may include:	• allocation of resources for OHS training, including acquisition of training resources, development of staff training skills and purchase of training services
	• arrangements for ongoing assessment of training needs, for example, relating to:
	  • emergencies and evacuations
	  • specific hazards
	  • specific tasks or equipment
	  • supervisors and managers
	  • training required under OHS legislation
	• induction training
	• training for new operations, materials or

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RANGE STATEMENT	
	equipment.

OHS records may cover:	• first aid/medical post records
	• identifying records required under OHS legislation, for example:
	  • worker's compensation and rehabilitation records
	  • hazardous substances registers
	  • material safety data sheets (MSDS)
	  • major accident/injury notifications
	  • investigation reports
	  • certificates and licences
	• maintenance and testing reports
	• manufacturer and supplier OHS information
	• minutes of meetings
	• OHS audits and inspection reports
	• records of instruction and training
	• workplace environmental monitoring and health surveillance records.

Evaluate the organisation's OHS system may include:	• audits against OHS legislative requirements • regular analysis of OHS records • regular review of operating procedures • reviewing the effectiveness of the OHS management system.

Unit Sector(s)

Unit sector	Occupational health and safety

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFIPROC101C Clean fish

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves removing scales, gills and guts from fish and then rinsing away all loose debris to produce clean fish according to productivity requirements. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for workers in fish processing facilities. It extends to cleaning and preparing fish to customer specifications. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		
	SFIPROC106B	Work with knives

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare work area	1.1. Work instructions are confirmed with supervisor. 1.2. Work area is cleaned before commencing and hygienic conditions maintained throughout. 1.3. Fish are visually inspected for any signs of spoilage, defects and parasites, and defective fish are identified and set aside.
2. Clean fish	2.1. Cleaning ***equipment*** is used safely to clean and prepare fish to ***customer specifications***.

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ELEMENT	PERFORMANCE CRITERIA
	2.2. Scales are removed leaving skin undamaged, and the fish rinsed free of loose scales in potable water. 2.3. Gills and guts are removed without cutting into the flesh, and the fish rinsed free of loose debris, in potable water. 2.4. Fish parts are placed into correct container for further processing or disposal. 2.5. Fish cleaning meets enterprise ***productivity*** requirements.
3. Finalise fish cleaning activities	3.1. Cleaned fish are displayed or stored according to work instruction. 3.2. Problems are reported to supervisor. 3.3. Identification and traceability of product is maintained through accurate and compliant labelling.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• cleaning and maintaining a hygienic workplace • communicating with supervisor to clarify work instructions, customer specifications and productivity requirements • handling fish and fish cleaning equipment safely and hygienically • identifying signs of spoilage and common fish defects, diseases and parasites • identifying species and fish parts, such as gills, gonads, scales, roe, kidneys and swim bladder • manual dexterity for cleaning fish • using safe manual handling techniques, including minimising the risk of repetitive, forceful, constrained or awkward postures • reporting problems orally to supervisor. **Literacy skills used for**: • interpreting customer specifications • interpreting enterprise OHS procedures • interpreting enterprise quality, food safety and hygiene procedures.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• enterprise quality system procedures addressing customer specifications, fish identification and traceability • food safety procedures and regulations that apply when handling and storing fish • OHS requirements when using knives, cutting equipment and lifting and handling boxes of fish and fish products • personal, workplace and product hygiene principles • spoilage pattern and common fish defects, diseases and parasites for species being cleaned.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • identify spoilage and common fish defects, diseases and parasites for species being cleaned • produce cleaned fish within enterprise productivity and food safety requirements that conform to state/territory food regulations and customer specifications. Assessment must confirm knowledge of: • enterprise safe work practices, quality and food safety requirements relevant to cleaning fish.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. To ensure consistency and level of performance a minimum of twelve (12) fish, including flat and round fish or fish of different sizes, are to be cleaned.

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EVIDENCE GUIDE	
	Resources may include: • a range of knives, cleaning and cutting tools appropriate to the purpose • fish to be cleaned • fish cleaning tubs, clean fish tubs and running cold potable water • scales • resources, such as *Australian Seafood*: *An identification guide to domestic species,* CSIRO • Australian Fish Names Standard.
Method of assessment	The following assessment method is suggested: • observation of practical demonstration • oral questions.
Guidance information for assessment	This unit may be assessed holistically with other seafood processing units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • OHS hazard identification, risk assessment and control.

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RANGE STATEMENT	
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for the protection of people in the workplace • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• AQIS Export Control (Fish) orders • Australian Shellfish Sanitation program • chain of custody (temperature and contamination control) • equipment design, use and maintenance • HACCP • hygiene and sanitation requirements • location, construction and servicing of seafood premises • Primary Products Standard and the Australian Seafood Standard (voluntary) • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code.
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • controlling pests • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources

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RANGE STATEMENT	
	• minimising noise or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective hair, beard and boot covers • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons.)
Equipment may include:	• bandsaw • deboning machines • fat suction tools and equipment • fish cleaning troughs • fish tubs and bins • gutting machines • hand-held scalers • knives • scaling knife • scaling machine • weighing scales.
Customer specifications may include:	• head removed or attached • head, gut and fins removed or attached • kidney removed • roe retained for sale • swim bladder removed.
Productivity may include:	• scaling and gutting rates.

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Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC102C Clean work area

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves cleaning the work area during and after production. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for seafood processing facilities. Work will be undertaken under supervision and direction of ***designated personnel***. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Remove waste	1.1. Waste products are deposited into correct bins, hoppers and chutes, all fitted with lids, according to food hygiene requirements. 1.2. Correct shovels, brooms and bins are identified and used when gathering waste material to avoid cross-contamination of product area and utilising safe manual handling techniques. 1.3. ***Work area*** is kept free from waste to ensure a safe working environment for self, fellow workers and others in the workplace. 1.4. Segregation of edible and inedible product is maintained at all times.

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Waste in bins and tubs is shifted according to manual lifting procedures and induction, and ongoing training requirements.
2. Clean areas during production	2.1. Work areas are cleaned to avoid contamination of edible product. 2.2. Cleaning chemicals and hazardous substances are used safely. 2.3. Low pressure hoses and floor scrubbers are used safely. 2.4. People movement in wet areas is controlled using appropriate control measures.
3. Wash and store cleaning and processing ***equipment***	3.1. Hoses are rolled and stored safely. 3.2. Brooms, shovels, mops, scrubbing brushes are cleaned, sanitised and stored appropriately when not in use. 3.3. Chemicals are stored safely. 3.4. All processing equipment is cleaned and sanitised.
4. Clean up after production	4.1. Waste material is transferred to designated storage area. 4.2. Work areas and worksite are cleaned. 4.3. Vermin and pests are controlled. 4.4. Housekeeping tasks are completed and any problems reported to supervisor. 4.5. Worksite is monitored regularly to ensure it complies with food hygiene and OHS requirements and workplace procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• using safe manual handling lifting techniques • using and storing chemicals safely • using cleaning equipment, such as floor scrubbers, safely • reporting problems orally to supervisor.

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REQUIRED SKILLS AND KNOWLEDGE
Literacy skills used for: • interpreting basic directions on the use and decanting of cleaning and sanitising chemicals and agents • interpreting directions for the safe operation of equipment, such as floor scrubbers • interpreting enterprise procedures • interpreting OHS signs. **Numeracy skills used for**: • decanting and mixing chemicals in the correct proportion • monitoring actions, such as chemical strength, duration, temperatures and tank levels • reading and interpreting temperature gauges of steam hoses.
Required knowledge
• cleaning and sanitising techniques and their application to different work areas • cleaning techniques, such as wet and dry clean and application to different work areas • hazards to others in workplace created by cleaning work areas, such as wet floors, and the use of chemicals • health hazards posed by cross-contamination • impact of incorrect disposal of waste on the work environment • OHS hazards and procedures when handling and storing chemicals, carrying out manual handling and repetitive movements • personal, workplace and product hygiene principles.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate	Assessment must confirm the ability to: • follow work instructions and maintain a clean work

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EVIDENCE GUIDE

competence in this unit	area during and after production according to OHS standards and food regulations. Assessment must confirm knowledge of: • difference between a dry clean up and a wet clean up • difference between cleaning and sanitising • health hazards posed by cross-contamination • how to assess that the workplace is clean • importance of maintaining a clean working environment.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or a simulated work environment. Resources may include: • access to PPE • access to workplace documentation • cleaning chemicals • cleaning equipment • relevant work areas for identification of hazards and control measures • work area to be cleaned.
Method of assessment	The following assessment methods are suggested: • assessment of a clean and unclean workplace • interviews • observation • practical demonstration of cleaning skills • workplace projects • written tests.
Guidance information for assessment	This unit may be assessed holistically with other seafood processing units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), and hygiene and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for the protection of people in the workplace • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• AQIS Export Control (Fish) orders • Australian Shellfish Sanitation program • chain of custody (temperature and contamination control) • equipment design, use and maintenance • HACCP

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RANGE STATEMENT	
	• hygiene and sanitation requirements • location, construction and servicing of seafood premises • Primary Products Standard and the Australian Seafood Standard (voluntary) • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code.
PPE may include:	• eye protection • gloves • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective hair, beard and boot covers • uniforms or overalls.
Designated personnel may include:	• enterprise OHS personnel • other persons authorised or nominated by the enterprise or industry to perform, approve, inspect or direct specified work • supervisors, managers and team leaders.
Work area may include:	• cool rooms or freezers • crustacean cooking or processing area • fish slaughtering, cleaning or filleting area • general work areas • mollusc shucking/trimming or cleaning area • packing area • storage areas • toilet/shower block and ablutions area.
Equipment may include:	• bins and tubs • brooms, mops and shovels • brushes • cleaning and sanitising chemicals and agents • cleaning buckets • cleaning cloths • hot and cold hoses • processing equipment.

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Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC105B Fillet fish and prepare portions

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves slicing cutlets or cutting fillets from fish, and then skinning and cutting portions from the fillet. It also addresses the rinsing and chilling of fillets, cutlets or steaks. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit may have application to a fish processing area within a manufacturing facility, aquaculture facility, and wholesale and retail outlets selling seafood. It extends to filleting and cutting portions, such as steaks and cutlets, to customer specifications. Skills in cleaning fish, working with knives and cleaning the work area are covered in other units: All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		
	SFIPROC106B	Work with knives

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare work area for filleting	1.1. OHS hazards in the workplace are identified, assessed, reported and controlled using the ***hierarchy of control model***. 1.2. Work instructions are confirmed with supervisor. 1.3. Work area is cleaned before commencing and hygienic conditions maintained throughout.

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ELEMENT	PERFORMANCE CRITERIA
	1.4. ***Equipment and materials*** required for filleting work are selected and checked for cleanliness.
2. Fillet fish	2.1. Filleting equipment is used safely to prepare fillets and portions to ***customer specifications*** and enterprise ***productivity and yield requirements*** for the ***species***. 2.2. Fillets are visually inspected for signs of spoilage, defects or parasites and defective fillets identified and set aside. 2.3. Fillets are trimmed and bones removed ensuring cuts are smooth with no jagged edges. 2.4. Skin is removed leaving flesh smooth and without tears, and skin tissue placed in the correct container 2.5. Portions are cut to the size, weight and shape specified by the customer and enterprise productivity and yield requirements. 2.6. Steaks and cutlets are trimmed, as necessary, to meet enterprise requirements.
3. Finalise filleting activities	3.1. Fillets, including portions, steaks and cutlets, are quickly rinsed in potable water and chilled ready for further processing, or packaging and retailing. 3.2. Identification and traceability of product is maintained throughout by accurate and compliant labelling. 3.3. Problems are reported to supervisor.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• cleaning and maintaining a hygienic workplace • communicating with supervisor to clarify work instructions, customer specifications and productivity and yield requirements • identifying signs of spoilage and common fish defects, diseases and parasites • identifying species and fish parts, such as gills, gonads, scales, roe, kidneys and swim bladder

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REQUIRED SKILLS AND KNOWLEDGE
• manual dexterity for filleting fish and preparing portions • reporting problems orally to supervisor • using fish filleting equipment. **Literacy skills used for**: • interpreting enterprise OHS procedures • interpreting enterprise quality, food safety and hygiene procedures. **Numeracy skills used for**: • estimating size and weight of portions • estimating yield of fillets • interpreting weight scales.
Required knowledge
• enterprise quality system procedures addressing customer specifications, fish identification and traceability, and enterprise productivity and yield requirements • food safety procedures and regulations that apply when handling and storing fish • location of bones and dark meat in different fish species • OHS requirements when using knives, cutting equipment and lifting and handling boxes of fish and fish products • personal, workplace and product hygiene principles • spoilage pattern and common fish defects, diseases and parasites for species being filleted.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • identify spoilage and common fish defects, diseases and parasites for species being filleted • produce fillets, skinned fillets, cutlets or steaks

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EVIDENCE GUIDE	
	and/or portions of fillets that are cut smoothly, with no jagged edges or damage to the flesh, to customer's specifications and within yield, food safety and enterprise productivity requirements, and meeting food regulations • undertake processing work in accordance with relevant OHS requirements. Assessment must confirm knowledge of: • enterprise safe work practices, quality and food safety requirements relevant to fish filleting • fish filleting and portioning techniques.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. To ensure consistency and level of performance: • a minimum of twelve (12) fish are to be filleted with at least half of the fish being skinned • a minimum of twelve (12) fish are to be cut into cutlets and steaks. Resources may include: • access to relevant workplace documentation • fish cleaning tubs, clean fish tubs and running potable water • range of fish of different shapes/sizes • range of knives and cutting tools • weigh scales and other measuring devices.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • oral questions.
Guidance information for assessment	This unit may be assessed holistically with other seafood processing units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for the protection of people in the workplace • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene	• AQIS Export Control (Fish) orders

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RANGE STATEMENT	
regulations and procedures may include:	• Australian Shellfish Sanitation program • chain of custody (temperature and contamination control) • equipment design, use and maintenance • HACCP • hygiene and sanitation requirements • location, construction and servicing of seafood premises • Primary Products Standard and the Australian Seafood Standard (voluntary) • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code.
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • using and recycling of water, and maintaining water quality.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective hair, beard and boot covers • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).

Hierarchy of control model:	• is a system for developing OHS risk controls with the priority being, in order:
	  • eliminate the hazard
	  • substitute the hazard for a lesser hazard or risk
	  • isolate the hazard

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RANGE STATEMENT	
	• use engineering controls • use administrative controls • use PPE.
Equipment and materials may include:	• bandsaw • cutting bench • fish filleting machines • fish filleting troughs for washing and icing • fish skinning machines • fish tubs and trays for storage and display • knives • potable water and ice • packaging.

Customer specifications may relate to:	• belly flap
	• dark meat
	• defects
	• fat under skin
	• fins
	• gut
	• gut lining
	• kidney
	• parasites
	• pin bones
	• preference for fillets:
	  • as whole
	  • as portions, such as cutlets or steaks, or as slices described by size, weight and shape.
	• skin.

Productivity and yield requirements may include:	• filleting rate • yield expectations (e.g. weight of fillet versus waste) • yield of cutlets or steaks (e.g. weight of saleable product).

Species may include:	• cutlets:
	  • Yellowtail Kingfish
	  • Jewfish
	  • Blue Eye Cod
	• flat fish, such as Flounder, John Dory and Mirror Dory
	• round fish, such as Snapper, Gemfish, Redfish, Flathead and Sea Bream

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RANGE STATEMENT	

	• portions:
	  • Atlantic Salmon
	  • Tuna species.
	• steaks:
	  • Mackerel
	  • Atlantic Salmon
	  • Ocean Trout.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC106B Work with knives

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves sharpening, using and maintaining knives for safe and effective use in a seafood processing operation. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for workers in fish processing facilities, and seafood wholesale and retail outlets. It is a prerequisite requirement for units on cleaning and filleting fish. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Sharpen knives	1.1. OHS hazards in the workplace are identified, assessed, reported and controlled using the ***hierarchy of control model***. 1.2. ***Knives*** are sharpened following workplace procedures. 1.3. Steel is used to maintain bevel edge on knives.
2. Work safely with knives	2.1. Knives are used safely at all times. 2.2. Appropriate knife is used for the particular

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ELEMENT	PERFORMANCE CRITERIA
	processing task, such as the filleting knife to fillet fish, fish gutting knife to gill and gut fish or slicing knife to cut cutlets. 2.3. Product is checked as it is cut, to ensure that the knife is sharp enough to give a consistently smooth cut surface.
3. Maintain knives and associated equipment	3.1. Knives are maintained in a safe and hygienic state. 3.2. Knife ***sharpening equipment*** is used and maintained safely and hygienically. 3.3. Problems are reported to supervisor.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• reporting problems orally to supervisor • using knives safely • using a sharpening stone to sharpen knives • using a steel to maintain the bevel edge on a knife. **Literacy skills used for**: • interpreting OHS procedures.
Required knowledge
• impact of a sharp knife on speed of filleting and yield of fillet • impact of incorrectly sharpened knives on the appearance of fillets • impact of incorrectly sharpened, stored and maintained knives on personal safety • OHS requirements in regard to sharpening and using knives • principles of sharpening a knife • type, shape and purpose of knives used when cleaning and filleting fish.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • correctly sharpen and use knives • identify when a knife requires sharpening • follow OHS procedures and food safety procedures when sharpening knives. Assessment must confirm knowledge of: • impact of blunt knives on productivity and yield • principles of knife sharpening • safety procedures associated with using knives • theory of knife use as it relates to the shape of the knife.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or a simulated work environment. Resources may include: • blunt knives to be sharpened • range of knives (including at least two types), designed for different work functions • sharpening equipment.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration of knife sharpening and use of knives • oral questions on knife sharpening and maintenance, use, safety and hygiene.
Guidance information for assessment	This unit may be assessed holistically with seafood processing units in which knives are used.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe handling techniques • safe systems and procedures for the protection of people in the workplace • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• AQIS Export Control (Fish) orders • HACCP • hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • requirements set out in Australian and New

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RANGE STATEMENT	
	Zealand Food Authority (ANZFA) Food Standards Code.
PPE may include:	• gloves • non-slip and waterproof boots (gumboots) or other safety footwear • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).

Hierarchy of control model:	• is a system for developing OHS risk controls with the priority being, in order:
	  • eliminate the hazard
	  • substitute the hazard for a lesser hazard or risk
	  • isolate the hazard
	  • use engineering controls
	  • use administrative controls
	  • use PPE.

Knives may include:	• cleavers • filleting knives • gutting knives • mollusc shucking/trimming knives • sashimi knives • scaling knives.
Sharpening equipment must include:	• sharpening stone • steel.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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SFIPROC201C Head and peel crustaceans

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves removing the head and peeling the shell from raw or cooked crustaceans, such as prawns, crabs, bugs and lobsters. It includes removing the meat and preparing, grading and packaging product according to specifications. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for fish processing facilities, and wholesale and retail outlets that peel and shell crustaceans. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare workplace	1.1. Work instructions are confirmed with supervisor. 1.2. Workplace is cleaned before start and hygienic conditions maintained throughout. 1.3. Area for ***product*** handling and all ***equipment and materials*** for grading, rinsing, storing and chilling product is clean and in full working order. 1.4. Sufficient potable ice, clean baskets and cold potable water are available.
2. Prepare product	2.1. Frozen, raw or cooked product is thawed in air or potable water, ensuring that the temperature of the product does not rise above industry requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.2. If indicated in ***customer specifications***, check frozen raw product during thawing to ensure melanosis does not develop. 2.3. Thawed product is maintained at the temperature range stipulated in enterprise food safety plan when being transferred to clean perforated baskets before size grading. 2.4. Fresh product is checked during washing to ensure it is clean and shows no signs of sand, weed, debris, soft shell, spoilage, disease and parasites, according to customer or enterprise specifications.
3. Head and peel product	3.1. Head and shell are removed hygienically and quickly to achieve ***productivity and yield*** requirements, and to minimise temperature abuse and melanosis. 3.2. Product is visually assessed for defects and spoilage and defective product put aside. 3.3. Peeled product is placed into correct container, avoiding cross-contamination between raw and cooked products. 3.4. Appropriate techniques are used to remove flesh from shell safely from ***species*** to achieve yield requirements. 3.5. Product is treated with food-grade chemicals, if required. 3.6. Product is trimmed to meet customer specifications. 3.7. Identification and traceability of product is maintained through accurate and compliant labelling. 3.8. Product temperature is maintained within required range during processing. 3.9. Waste is collected and disposed of correctly.
4. Grade and pack product	4.1. Peeled product is size graded to meet customer or enterprise specifications. 4.2. Product is rinsed and chilled. 4.3. Product to be frozen is packed and transferred to the freezer immediately or kept chilled until frozen. 4.4. Fresh product is packed, labelled, stored, displayed or dispatched correctly.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• cleaning and maintaining a hygienic workplace • communicating orally to give and receive information • handling crustaceans safely and hygienically • identifying signs of spoilage and common crustacean defects, diseases and parasites in raw and cooked species • identifying species and location of gills, guts and internal skeleton • manual dexterity for quick head and shell removal • using safe manual handling techniques, including minimising the risk of repetitive, forceful, constrained or awkward postures. ***Literacy skills used for***: • interpreting enterprise procedures • interpreting specifications • reading basic order forms. **Numeracy skills used for**: • counting number of pieces in carton and weight of cartons.
Required knowledge
• cross-contamination of raw and cooked product • food safety procedures and regulations that apply when handling and storing crustaceans • personal, workplace and product hygiene principles • enterprise quality system procedures addressing customer specifications, product identification and traceability • safe storage and handling of food-grade chemicals • spoilage pattern and common crustacean defects, diseases and parasites.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • follow the enterprise food safety program • recognise species and produce hygienically prepared headed and/or peeled crustacean flesh that meets customer specifications and that are within workplace productivity and yield requirements • work safely following enterprise OHS procedures. Assessment must confirm knowledge of: • crustacean defects, diseases and parasites • enterprise safe work practices, quality and food safety requirements relevant to processing crustaceans • location of gills, guts, and internal skeleton in different crustacean species • spoilage patterns of raw and cooked crustaceans.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. To ensure consistency and level of performance at least two (2) types of crustaceans (such as raw and cooked) should be head and peeled. Resources may include: • cooked crustaceans • fresh crustaceans • frozen crustaceans • raw crustaceans • knives, clean prawn baskets, waste tubs and running potable water • thaw tank • weighing scales.
Method of assessment	The following assessment methods are suggested: • demonstration • oral questions.

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EVIDENCE GUIDE	
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner

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RANGE STATEMENT	
	• OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for the protection of people in the workplace • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• AQIS Export Control (Fish) orders • Australian Shellfish Sanitation program • chain of custody (temperature and contamination control) • equipment design, use and maintenance • HACCP • hygiene and sanitation requirements • location, construction and servicing of seafood premises • Primary Products Standard and the Australian Seafood Standard (voluntary) • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code.
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • using and recycling of water, and maintaining water quality.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective hair, beard and boot covers

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RANGE STATEMENT	
	• uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).
Product may include:	• cooked • fresh • frozen • uncooked (raw).
Equipment and materials may include:	• chemicals to control melanosis • chilled seawater • electric saw • freezer trays • ice slurries • peelings baskets • scales • thaw tank.
Customer specifications may relate to:	• cutlet • gills (crabs) • gut (de-vein) • meat • melanosis • temperature • size grading.
Productivity and yield may include:	• heading and peeling rates • peeled meat yields.
Species may include:	• bugs • crabs • freshwater prawns • lobsters • prawns • yabbies and other freshwater crayfish.

Unit Sector(s)

Unit sector	Seafood processing

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC202C Process squid, cuttlefish and octopus

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves cleaning squid, cuttlefish or octopus, removing all the internal organs, skeleton/beak and skin to produce cleaned tubes and/or bodies. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for fish processing facilities, and wholesale and retail outlets that process squid, cuttlefish and octopus (cephalopod molluscs). It extends to cleaning and preparing product to customer or enterprise specifications. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare work area	1.1. Work instructions are confirmed with supervisor. 1.2. Work area is cleaned before start and hygienic conditions maintained throughout. 1.3. ***Equipment*** for washing and/or grading product is clean and in full working order. 1.4. Sufficient potable ice, clean baskets and cold potable water are available. 1.5. Identification and traceability of product is

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ELEMENT	PERFORMANCE CRITERIA
	maintained throughout, according to enterprise food safety program.
2. Remove head and fins	2.1. Whole animals are visually assessed for signs of spoilage and defects and defective animals set aside for use elsewhere or discarded. 2.2. Whole animal is trimmed safely and hygienically according to the ***specifications*** for the ***species*** and edible waste material is placed into the correct container. 2.3. Equipment is checked for cleanliness prior to use, and used safely. 2.4. Cleaned flesh is rinsed free of all loose material.
3. Clean product	3.1. Skin and internal organs are removed to produce cleaned product that meets enterprise cleaning rates and yield requirements. 3.2. Insides of cleaned product are assessed for signs of spoilage and other defects and defective product set aside for use elsewhere or discarded. 3.3. Cleaned product is rinsed in potable water, chilled and stored according to food safety program, pending further processing.
4. Wash and pack	4.1. Chilled clean product is size graded and packed or further processed 4.2. Identification and traceability of product is maintained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• cleaning and maintaining a hygienic workplace • communicating orally to give and receive information • handling cephalopod molluscs safely and hygienically • identifying signs of spoilage and common defects, diseases and parasites for squid, cuttlefish and octopus • identifying species and location of body parts (e.g. gills, guts, beak, head, fins and

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REQUIRED SKILLS AND KNOWLEDGE
mouth mass) • safely using equipment, such as knives, tumbling machine, skinning machine and cooking equipment. **Literacy skills used for**: • interpreting enterprise procedures • interpreting productivity and yield specifications. **Numeracy skills used for**: • interpreting and applying size grading • interpreting weighing scales.
Required knowledge
• application of enterprise OHS standards in regard to cleaning squid, cuttlefish and octopus • food safety procedures and regulations that apply when handling and storing squid, cuttlefish and octopus • personal, workplace and product hygiene principles • enterprise quality system procedures addressing customer specifications, product identification and traceability • safe storage and handling of food-grade chemicals • spoilage pattern and common defects, diseases and parasites for squid, cuttlefish and octopus.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • meet enterprise yield and cleaning rates consistently • follow the enterprise food safety program • hygienically clean squid, cuttlefish or octopus to

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EVIDENCE GUIDE	
	enterprise specifications in readiness for further processing • recognise species, identify key parts of the body (e.g. gills, guts, beak, head, fins and mouth mass) • work safely following enterprise OHS procedures. Assessment must confirm knowledge of: • common squid, cuttlefish and octopus defects, diseases and parasites • enterprise safe work practices, quality and food safety requirements relevant to processing squid, cuttlefish and octopus • spoilage pattern of cephalopod molluscs.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • cutting knife • fish cleaning tubs, clean fish tubs and running potable water • product, including at least one (1) octopus and one (1) squid • weighing scales.
Method of assessment	The following assessment methods are suggested: • demonstration • oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS safety procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for the protection of people in the workplace • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• AQIS Export Control (Fish) orders • Australian Shellfish Sanitation program • chain of custody (temperature and contamination control) • equipment design, use and maintenance

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RANGE STATEMENT	
	• HACCP • hygiene and sanitation requirements • location, construction and servicing of seafood premises • Primary Products Standard and the Australian Seafood Standard (voluntary) • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code.
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • using and recycling of water, and maintaining water quality.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective hair, beard and boot covers • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).
Equipment may include:	• cutting bench • knives • skinning machine • tumble machine or box.
Specifications may relate to:	• boiled • eyes, skeleton, beak, mouth muscle mass • finger pack • fresh • frozen • ink sac

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RANGE STATEMENT	
	• pack size (e.g. 5 kg, 10 kg) • pickled • size grade • tubes, tentacles and fins.
Species may include:	• cuttlefish species • octopus species • squid species.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC203C Shuck molluscs

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves opening and/or removing the meat (shuck) from molluscs, such as oysters, scallops and abalone. Opened molluscs (half shells) or meat only are then prepared/trimmed and packaged according to specifications. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for workers in fish processing facilities. It extends to shucking molluscs and then packaging half shells and/or meat to customer and enterprise specifications. Handling and processing of cephalopods is covered in SFIPROC202C Process squid, cuttlefish and octopus. Procedures for freezing, bottling or canning are covered in other processing units. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer's instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and

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	maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare work area	1.1. Work instructions are confirmed with supervisor 1.2. Workbench and area for product handling and all ***equipment*** for grading, opening/shucking, rinsing,

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ELEMENT	PERFORMANCE CRITERIA
	storing and chilling ***product*** are clean and in full working order. 1.3. Sufficient potable ice, clean baskets and cold potable water are available.
2. Wash mollusc	2.1. Molluscs are cleaned in potable water, if necessary, to remove all loose shell, grit and mud. 2.2. Molluscs awaiting shucking are stored correctly to maintain cool temperature and avoid contamination. 2.3. Dead molluscs are discarded.
3. Open or remove shells	3.1. The adductor muscle (bivalves) or foot (abalone) is cut with a knife. 3.2. Meat is freed from one shell to produce a half shell (bivalves) or shells totally removed to leave meat only (bivalves and abalone) according to ***productivity and yield specifications***. 3.3. Half shells or meat are quickly rinsed under potable water to remove any grit or debris and meat is trimmed, as required. 3.4. Product is visually inspected for any signs of spoilage, defects or parasites, and undersize or defective product is identified and set aside for other uses, if appropriate. 3.5. Product is size/weight graded.
4. Pack half shells or meats	4.1. Graded half shells or meat are placed into transport containers by weight or number. 4.2. Layers of half shells are separated within the container with plastic sheeting to ensure that no grit is transferred from the shell to the meat. 4.3. Identification and traceability of product is maintained. 4.4. Transport containers of packed half shells or meat are labelled with the date of production and other required information. 4.5. Transport containers of packed half shells or meat are quickly transferred to the chillers to reduce their temperature. 4.6. Identification and traceability of product is maintained according to enterprise food safety program.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accurately using visual size grading
- cleaning and maintaining a hygienic workplace and work area
- communicating orally to give and receive information
- identifying signs of spoilage and common defects, diseases and parasites in molluscs
- identifying species and location of key organs inside the body (e.g. gills, guts, gonad and adductor muscle)
- sharpening knives
- manual dexterity for opening/shucking/trimming live molluscs with minimal damage.

Literacy skills used for:

- interpreting enterprise procedures
- interpreting productivity and yield specifications.

Numeracy skills used for:

- counting
- interpreting and apply size grading
- interpreting weighing scales.

Required knowledge

- food safety program requirements for shucking molluscs
- hygienic handling and storage of live seafood intended to be eaten raw or cooked
- personal, workplace and product hygiene principles
- quality, productivity and yield specifications
- spoilage pattern and common defects, diseases and parasites for molluscs.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • follow the enterprise food safety program • identify species and key organs inside animal (e.g. gills, guts, gonad and adductor muscle) • produce hygienically prepared and packed molluscan meat or meat on half shells that meets customer specifications and food regulations, and are within enterprise yield and productivity requirements • work safely following enterprise OHS procedures. Assessment must confirm knowledge of: • spoilage pattern of shelled molluscs • defects, diseases and parasites in shelled molluscs • enterprise safe work practices, quality and food safety requirements relevant to shucking molluscs.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • clean packing cases • knives, baskets, waste tubs and running potable water • opening bench • product (bivalves or abalone) • washing tubs.
Method of assessment	The following assessment methods are suggested: • demonstration • oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis and Critical Control Point (HACCP), hygiene and temperature control along chain of custody and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • OH) hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for the protection of people in the workplace • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene	• AQIS Export Control (Fish) orders

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RANGE STATEMENT	
regulations and procedures may include:	• Australian Shellfish Sanitation program • chain of custody (temperature and contamination control) • equipment design, use and maintenance • HACCP • hygiene and sanitation requirements • location, construction and servicing of seafood premises • Primary Products Standard and the Australian Seafood Standard (voluntary) • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code.
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • using and recycling of water, and maintaining water quality.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective hair, beard and boot covers • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).
Equipment may include:	• freezer trays • ice slurries • interleaving plastic material • labels • opening bench or board • packing cases

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RANGE STATEMENT	
	• potable running water • scales • shucking knife • storage bottles and cans • tumbling machine/box.

Product may include:	• form:
	  • bottled
	  • canned
	  • fresh
	  • frozen
	  • half shell or meat only (shell-less)
	• species:
	  • bivalves:
	  • clams or cockles
	  • mussels
	  • oysters
	  • scallops
	  • gastropods:
	  • abalone.

Productivity and yield specifications may include:	• bivalve half shell yields
	• case size, such as 10 dozen
	• colour
	• half shell size grades
	• meat yields:
	  • condition
	  • fat content
	  • fullness
	  • size
	  • weight
	• opening or shucking rates
	• trimmings:
	  • removal of byssal threads or beard from mussels, clams and pearl oysters
	  • removal of gills (frill) and organs on scallops (edible portion is adductor mussel and sometimes gonad)
	  • removal of mouth parts, organs, gills, sensory appendages (frill) on abalone (edible portion is foot).

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Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC302C Handle and pack sashimi-grade fish

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves handling, grading and packing sashimi-grade fish. These fish are handled individually with special care to ensure that the flesh is suitable for slicing as sashimi. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for fish processing facilities that handle sashimi-grade fish for domestic and export trade. Sashimi-grade fish are handled under stringent quality procedures. Where exported, it also must meet Australian Quarantine and Inspection Service (AQIS) criteria and the food regulations of importing countries. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Transport fish	1.1. Whole fish are removed from fishing vessels with the care required to ensure that the fish is not damaged or bent. 1.2. Fish are stored at the processing premises under chilled, hygienic conditions, and kept under conditions that ensure they are not damaged.
2. Grade fish	2.1. Fish are visually inspected for defects, diseases and parasites and defective fish are set aside for other

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ELEMENT	PERFORMANCE CRITERIA
	uses or markets. 2.2. Selected fish are graded by visual inspection using all of the sashimi-grade criteria as set out in the ***specifications*** for the ***species***. 2.3. Fish that fail to meet sashimi-grade criteria are set aside for other uses or markets.
3. Wipe and chill fish	3.1. Sashimi-grade fish are wiped clean of any slime. 3.2. Any ice within the body cavity is carefully removed and replaced with potable ice sealed in plastic bags to ensure that the temperature of the fish meets food regulations.
4. Pack fish	4.1. Cleaned fish are weighed and packaged for transport to meet the requirements AQIS, the transport company, the domestic customer or the importing country. 4.2. Identification and traceability of product is maintained according to enterprise food safety program. 4.3. Packaged fish is labelled according to the requirements of AQIS, the domestic customer or the importing country.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• cleaning and maintaining a hygienic workplace • communicating orally to give and receive information • grading of sashimi-grade fish against criteria • hygienic handling, and storage of sashimi-grade fish • identifying signs of defects, disease and parasites in sashimi-grade fish. **Literacy skills used for**: • interpreting enterprise procedures • interpreting specifications

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REQUIRED SKILLS AND KNOWLEDGE
• reading, writing and checking information on labels. **Numeracy skills used for**: • measuring the length and weight of fish • reading weighing scales.
Required knowledge
• application of OHS standards for the lifting of heavy loads and/or operating material handling equipment • enterprise quality system procedures addressing customer specifications, product identification and traceability • food safety procedures and regulations that apply when handling and storing species packed for sashimi • personal, workplace and product hygiene principles • spoilage patterns and common defects, disease and parasites of species packed for sashimi • sashimi-grade criteria.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • accurately assess sashimi-grade fish • ensure that fish meets food regulation requirements of destination market (domestic or overseas) • handle, prepare, pack and label fish for transport. Assessment must confirm knowledge of: • assessing sashimi-grade fish • common fish defects, diseases and parasites • spoilage patterns for common fish species packed for

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EVIDENCE GUIDE	
	sashimi.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. To ensure consistency and level of performance at least twelve (12) fish are to be correctly assessed, packaged and labelled. Resources may include: • area for the handling of sashimi-grade fish • cutting knife • fish that are at sashimi-grade as well as fish that are not at the grade • labels • packaging material • scales.
Method of assessment	The following assessment methods are suggested: • demonstration • oral questions.
Guidance information for assessment	This unit may be assessed holistically with other seafood processing units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature

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RANGE STATEMENT	
	control along chain of custody and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for the protection of people in the workplace • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• AQIS Export Control (Fish) orders • Australian Shellfish Sanitation program • chain of custody (temperature and contamination control) • equipment design, use and maintenance • HACCP • hygiene and sanitation requirements • location, construction and servicing of seafood premises • Primary Products Standard and the Australian Seafood Standard (voluntary) • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code.
ESD principles may include:	• controlling effluents, chemical residues,

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RANGE STATEMENT	
	contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • using and recycling of water, and maintaining water quality.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • insulated protective clothing for freezers, chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective hair, beard and boot covers • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).
Specifications may relate to:	• bleeding • bruising • fat content • gilling and gutting • head spiking, spinal cord destroyed • ice packaging • meat colour • packaging material (wooden and insulated foam 'coffins') • size grade • skin damage.
Species may include:	• Atlantic Salmon • Barramundi • tropical snappers and cods • tuna species • Yellowtail Kingfish, Snapper and Trevally.

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Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC304B Boil and pack crustaceans

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves preparing, boiling, cooling, chilling and packing crustaceans, such as prawns, crabs and lobsters, according to customer specifications. Crustaceans may be live or frozen. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for fish processing facilities, and wholesale and retail outlets that cook and pack crustaceans. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare work area	1.1. OHS hazards in the workplace are identified, assessed, reported and controlled using the ***hierarchy of control model***. 1.2. Work area is cleaned before commencing and hygienic conditions maintained throughout processing. 1.3. ***Equipment*** for grading, boiling, cooling and chilling cooked product is clean and in full working order. 1.4. Sufficient potable ice, clean baskets and cold potable water are available. 1.5. Cooker is filled with potable water and set to boil.

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ELEMENT	PERFORMANCE CRITERIA
	1.6. Clean salt is added to the water if required, but in an amount that ensures the residue in the cooked product does not exceed levels stipulated. 1.7. Water in cooker is vigorously boiling before any product is placed into it.
2. Prepare crustaceans	2.1. Frozen product is thawed in air or potable water ensuring that the temperature of the product does not rise above what is permitted in the enterprise food safety plan and food regulations. 2.2. Frozen raw product is checked during thawing to ensure melanosis does not develop, according to ***customer specifications***. 2.3. Thawed product is maintained within the temperature range stipulated in enterprise food safety plan when being transferred to clean perforated baskets before size grading. 2.4. Fresh product is washed and checked for cleanliness and signs of sand, weed and debris, soft shell, spoilage and disease and parasites, according to customer specifications. 2.5. Mud crabs are brushed free of mud clinging to the underside of the body. 2.6. Product is size graded before cooking.
3. Boil, cool and pack crustaceans	3.1. Crustaceans are carefully and safely placed into the vigorously boiling water, for the time appropriate for the ***species*** and size, to cook product, kill bacteria and denature enzymes. 3.2. Amount of crustaceans placed into the boiling water is correct for the size of the cooker and the size of the product. 3.3. Cooked crustaceans are carefully and safely removed from the cooker and placed into a cooling tank for a time appropriate for the size and species so that cooked product yield requirements are met. 3.4. Cooled product is packed with clean potable ice, into clean containers and cooled to the temperature required by food regulations. 3.5. Packed product is weighed and labelled and then placed into cold storage until ready for further processing or distribution according to customer specifications. 3.6. Identification and traceability of product is maintained according to enterprise food safety

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ELEMENT	PERFORMANCE CRITERIA
	program.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• cleaning, and maintaining a hygienic workplace and work area • communicating orally to give and receive information • identifying hazards and applying risk controls • identifying signs of spoilage and common crustacean defects, diseases and parasites in raw and cooked species • identifying species • safely using cookers powered by gas or electricity or steam. **Literacy skills used for**: • interpreting customer specifications • interpreting enterprise procedures • reading, writing and checking information on labels. **Numeracy skills used for**: • interpreting food safety program on quantities and times for different species, graded sizes and pot sizes • interpreting written weight measurements • grading product according to size.
Required knowledge
• enterprise quality system procedures addressing customer specifications, humane treatment of animals, and product identification and traceability • food safety procedures and regulations that apply when handling, cooking, cooling, storing and packaging raw and cooked crustaceans • OHS standards in regard to basic minor burn first aid procedures, cooking crustaceans, and lifting and moving heavy loads • personal, workplace and product hygiene principles • spoilage patterns and signs of common defects, diseases and parasites in raw and

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REQUIRED SKILLS AND KNOWLEDGE
cooked crustaceans.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • identify species, signs of spoilage, and common crustacean defects, diseases and parasites • meet OHS standards • prepare and cook, cool, chill and pack crustaceans that meet customer specifications as well as food safety regulations and enterprise yield requirements. Assessment must confirm knowledge of: • common crustacean defects, diseases and parasites • cooking times and indicators for different crustacean species or different sizes of the one species • food safety requirements for handling and storing crustaceans • spoilage pattern for the species
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. To ensure consistency and level of performance, product of different species or sizes correctly cooked, cooled, iced and stored must be demonstrated. Resources may include: • a cooker • cooling tubs, fish tubs, lug boxes and running cool potable water • potable ice

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EVIDENCE GUIDE	
	• raw crustaceans, fresh and frozen • scales • thaw tank.
Method of assessment	The following assessment methods are suggested: • demonstration • oral questions.
Guidance information for assessment	This unit may be assessed holistically with other seafood processing units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector

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RANGE STATEMENT	
	• enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for the protection of people in the workplace • the appropriate use, maintenance and storage of PP).
Food safety and hygiene regulations and procedures may include:	• AQIS Export Control (Fish) orders • Australian Shellfish Sanitation program • chain of custody (temperature and contamination control) • equipment design, use and maintenance • HACCP • hygiene and sanitation requirements • location, construction and servicing of seafood premises • Primary Products Standard and the Australian Seafood Standard (voluntary) • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code.
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • using and recycling of water, and maintaining

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RANGE STATEMENT	
	water quality.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective hair, beard and boot covers • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).

Hierarchy of control model:	• is a system for developing risk controls with the priority being, in order:
	  • eliminate the hazards
	  • substitute the hazard for a lesser hazard or risk
	  • isolate the hazard
	  • use engineering controls
	  • use administrative controls
	  • use PPE.

Equipment may include:	• cooker (e.g. hand operated, automatic or mechanised) • power source (e.g. gas or electricity or steam) • product cooling tanks • scoops • brushes • fish crates or lug boxes • insulated cartons • potable water and ice • ice shovels • cool room shelving.
Customer specifications may relate to:	• soft shell • male or female • female in roe • arms, claws and legs • overweight • cooking time • cooling time • size grading • pack size • packaging material

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RANGE STATEMENT	
	• melanosis (e.g. presence, absence or degree).
Species may include:	• prawns • lobsters • mud crabs • bugs • spanner crabs • blue swimmer crabs • yabbies or freshwater crayfish.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC305B Slaughter and process crocodiles

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves processing crocodiles. It covers slaughtering the crocodile, preparing the carcase, removing and preparing the skin, removing the meat from the carcase and packing and freezing the meat. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for any specialised seafood processing facility that processes crocodiles. Safety and animal welfare issues apply to this competency. Licences are required for the use of firearms. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		
	SFIPROC106B	Work with knives

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare work area for slaughter processes	1.1. OHS hazards in the workplace are identified, assessed, reported and controlled using the ***hierarchy of control model***.
2. Slaughter crocodile	2.1. Crocodiles to be slaughtered are identified and shot, according to OHS requirements and legislative requirements for the humane slaughter of animals. 2.2. The carcase is cut to facilitate the drainage of blood. 2.3. The bled carcase is washed in potable water to

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ELEMENT	PERFORMANCE CRITERIA
	remove blood. 2.4. Carcases that are contaminated with faeces are set aside, and a supervisor notified. 2.5. The rinsed carcase is transferred to an appropriately chilled room to complete the drainage process by hanging.
3. Skin and bone carcase	3.1. Workplace is cleaned and cooled, if required, before commencing and during skinning and boning. 3.2. ***Equipment*** to be used to process the carcase is clean, knives sharpened, and sufficient clean tables, containers, potable ice and waste bins are available. 3.3. Carcase is placed on the appropriate table for the removal of the skin. 3.4. The skin is carefully and safely removed from the carcase to customer and enterprise ***specifications*** and ***productivity requirements***, and transferred to the appropriate container. 3.5. Carcase is washed and then moved to a clean boning table. 3.6. Carcases that are contaminated with gut contents are set aside and a supervisor notified. 3.7. Meat is carefully and safely removed from the carcase according to customer and enterprise specifications and productivity requirements and inedible waste product placed in the appropriate container. 3.8. Cuts of meat to be identified by name are placed in the appropriate container and remaining meat is removed from the skeleton. 3.9. Meat is checked for the presence of ***defects*** and meat that is found to be unsuitable for further processing is set aside and reported to a supervisor.
4. Pack, freeze and store meat	4.1. Meat ready for packaging is washed in a solution containing food safe ***anti-bacterial*** compounds. 4.2. Chilled, rinsed meat is packaged and labelled. 4.3. Identification and traceability of product is maintained according to the enterprise food safety program. 4.4. Packaged meat is frozen and frozen product is stored in an appropriate temperature controlled room until distribution.
5. Prepare skin	5.1. Skin is flensed to remove all remaining meat from

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ELEMENT	PERFORMANCE CRITERIA
	the skin. 5.2. Cleaned skins are salted and stored in a chiller until dispatched.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• cleaning, and maintaining a hygienic workplace and work area • communicating orally to give and receive information • identifying common defects, diseases and parasites in crocodiles • physical agility appropriate for handling live crocodiles about to be shot • using safe manual handling techniques, including minimising the risk of repetitive, forceful, constrained or awkward postures • safely using guns, rifles and knives • shooting and knife sharpening skills. **Literacy skills used for**: • reading and interpreting the Australian Standard for Hygienic Production of Crocodile Meat for Human Consumption • interpreting OHS signs • reading and interpreting customer and enterprise outline of specifications • reading, writing and checking information on labels. **Numeracy skills used for**: • estimating yield of skin and meat • interpreting weight scales • measuring quantities of anti-bacterial compounds.
Required knowledge
• application of OHS standards when using firearms and knives, and when lifting and handling crocodile carcases and meat • enterprise productivity and yield requirements and enterprise quality system procedures addressing customer specifications, humane treatment and slaughter of

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REQUIRED SKILLS AND KNOWLEDGE
animals, and product identification and traceability • food safety procedures and regulations that apply when processing crocodiles and storing of crocodile carcasses and crocodile meat • personal, workplace and product hygiene principles.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • meet OHS standards for slaughtering and processing crocodiles • produce smoothly cut crocodile skins and meat without ragged edges or damage, to meet customer and enterprise specifications as well as food safety regulations and enterprise productivity requirements. Assessment must confirm knowledge of: • common crocodile meat defects, diseases and parasites • crocodile skinning and boning techniques.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. To ensure consistency and level of performance a minimum of three (3) crocodiles in a weight range typical for the industry are to be slaughtered, skinned and boned, and the meat and skin packaged. Resources may include: • a range of knives and cutting tools • applicable PPE • appropriate firearms licensing

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EVIDENCE GUIDE	
	• clean processing facility equipped with tables, tubs and waste containers • guns or rifles and ammunition • live and dead crocodiles • running potable water and potable ice • scales • workplace documentation.
Method of assessment	The following assessment methods are suggested: • demonstration • oral questions.
Guidance information for assessment	This unit may be assessed holistically with other seafood processing units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • OHS hazard identification, risk assessment and control.

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RANGE STATEMENT	
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace, maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • protective outdoors clothing for tropical conditions • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• AQIS Export Control (Fish) orders • chain of custody (temperature and contamination control) • equipment design, use and maintenance • HACCP • hygiene and sanitation requirements • location, construction and servicing of seafood premises • Primary Products Standard and the Australian Seafood Standard (voluntary) • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code.

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RANGE STATEMENT	
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • using and recycling of water, and maintaining water quality.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective hair, beard and boot covers • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).

Hierarchy of control model:	• is a system for developing risk controls with the priority being, in order:
	  • eliminate the hazards
	  • substitute the hazard for a lesser hazard or risk
	  • isolate the hazard
	  • use engineering controls
	  • use administrative controls
	  • use PPE.

Equipment may include:	• boning tables • carcase skinning tables • flensing gurney • flensing scraper • gun/rifle/ammunition • hooks • knives and knife sharpening equipment • meat containers • non-putrescible waste containers

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RANGE STATEMENT	
	• packaging • washing tubs.

Specifications may include:	• by products:
	  • claws
	  • skeleton
	  • skull
	  • teeth
	• meat:
	  • back fillet
	  • body meat
	  • inner tail fillet
	  • tail fillet
	• skin:
	  • dorsal (hornback) split
	  • ventral (belly) split.

Productivity requirements may include:	• filleting rate • yield expectations (e.g. weight of meat versus waste) • yield of skin.
Meat ***defects*** may include:	• faeces • gut contents • muscle parasites.
Anti-bacterial chemicals may include:	• acetic acid • dilute chlorine.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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SFIPROC401C Evaluate a batch of seafood

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves identifying the features of seafood species to determine both scientific and correct marketing names. There is a requirement to be able to take samples of the seafood for sensory evaluation, and to identify relationships between sensory, chemical and/or microbiological indicators to determine the presence or otherwise of spoilage factors. Knowledge of seafood species is applied to the determination of product quality, likely yield, productivity requirements and to decide appropriate action to be taken in respect of the batch. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to seafood processing facilities. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements and food safety and hygiene regulations and procedures***.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify seafood species by ***scientific and correct marketing names***	1.1. ***Anatomical*** and other ***features and characteristics*** of a ***seafood*** species are identified to establish correct name. 1.2. Edible and/or useable portions are quantified in terms of flavour, texture and ease of eating characteristics known to exist in the species and/or the requirements of the product specification.
2. Sample a batch of seafood for sensory evaluation	2.1. The type and quantity of seafood to be sampled is established. 2.2. Samples are removed from the batch and forwarded for evaluation according to the requirements of the enterprise sampling plan.

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ELEMENT	PERFORMANCE CRITERIA
3. Evaluate seafood to determine presence (or otherwise) of spoilage characteristics	3.1. ***Sensory***, ***chemical and/or microbiological indicators*** are assessed to determine spoilage factors present in the batch of seafood. 3.2. The relationship between the quality profile required and the ***processing*** needed for the batch is determined.
4. Develop a quality profile for the batch using a scoring system	4.1. A quality profile is developed for the batch of seafood according to the enterprise score system criteria. 4.2. Terminology used in the profile is consistent with the enterprise ***score system*** criteria.
5. Estimate yields and productivity for a batch of seafood	5.1. Projected yield from the batch is estimated according to end-product specifications. 5.2. The ***productivity*** potential of the batch of seafood is determined using end-product specifications and/or processing guidelines.
6. Initiate action for the batch of seafood according to its quality profile	6.1. A destination for the batch of seafood is determined according to the processing requirements and quality profile of the batch. 6.2. Results of evaluation are assessed against vendor self-assessment criteria, where appropriate, and results recorded and reported. 6.3. ***Documentation*** relating to the batch is processed correctly. 6.4. ***Vendor assessment criteria*** is adjusted, as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assessing seafood quality against a product specification • accuracy in determining yield and productivity • identifying stages of deterioration and presence of contaminants • systematically organising work • attention to detail

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REQUIRED SKILLS AND KNOWLEDGE
• using and caring for temperature recording devices. **Literacy skills used for**: • reading and interpreting product specifications and quality criteria • completing complex forms • identifying and tracing product. **Numeracy skills used for**: • calculating yield, productivity and/or volumes • verifying supplier/vendor information.
Required knowledge
• correct seafood nomenclature • internationally accepted seafood marketing names and terms, including Australian Fish Names Standard • Codex Alimentarius Commission, international and national food standards • sampling techniques • factors affecting yield • productivity derived from a range of processing options • final product specifications • sensor methods using a scoring system for evaluating seafood.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • evaluate seafood by reliable means, and satisfy enterprise requirements, specifications, end-user requirements and other food safety and trading requirements.

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EVIDENCE GUIDE	
	Assessment must confirm knowledge of: • food safety standards • requirements for the import of seafood • species identification • the effects of time and temperature abuse.
Context of and specific resources for assessment	Assessment may be conducted in the workplace or a simulated work environment Assessment will need to cover an appropriate cycle of events which is sufficient to encompass the range of species or seasonal events experienced by the enterprise. Resources may include: • access to fish markets • access to fishers cooperatives • enterprise sampling plan • examples of customer requirements • examples of product specifications • laboratory facilities • range of product for evaluation • registered seafood processing facilities.
Method of assessment	The following assessment methods are suggested: • exercises evaluating seafood • portfolio of workplace documentation.
Guidance information for assessment	This unit may be assessed holistically with other seafood processing units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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

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RANGE STATEMENT	
regional contexts) may also be included.	

Relevant government regulations*, *licensing and other compliance requirements may include:	• ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions, and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• occupational health and safety (OHS) hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard

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RANGE STATEMENT	
	and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
Scientific and correct marketing names may include:	• approved names • Australian Fish Names Standard • common names • foreign names • seafood marketing names and terms as defined in *The Australian Seafood Users Manual* or successor publication/s.

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RANGE STATEMENT	
Anatomical features may include:	• exoskeleton, limbs, flesh and muscle • gills, fins, lateral line, shape, colour and scales • shell, foot, gut, roe and organs.
Features and characteristics may include	• Australian Food Standards code • harvest or fishing area • prohibited species • seasonal nature of availability for some species.
Seafood may include:	• crocodiles • crustaceans • echinoderms • inshore demersal species • molluscs, including cephalopods • pelagic deep water species • re-constituted seafood • whole, headed, gutted, filleted, frozen, green or cooked fish.
Sensory, ***chemical and/or microbiological indicators*** may include:	• colour, flavour and appearance • microbial limits • physical contamination • presence of cleaning or sanitising chemicals • presence of defects or parasites • smell, taste and touch • stage of *rigor mortis* visible in the samples.
Processing may include:	• corrective actions • degree of difficulty • incoming product quality • market requirements • processing demands • product form • product specifications • recovery rates • shelf life (pre- or post-processing) • size grades.
Score system may include:	• AQIS inspection standards • Codex Alimentarius Commission, 1998 • end-product specifications • food safety requirements • quality standards

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RANGE STATEMENT	
	• vendor inspection reports.
Productivity may be influenced by:	• products and their value • incoming product quality • machine or equipment operation • personnel skills • product parameters • production capability • yield requirements.
Documentation may include:	• chain of custody certificates • date of capture records • identity of vessel or provider • time and temperature logs • vendor documents identifying species, weight and/or origin.
Vendor self-assessment criteria may include:	• agreed standard by which vendor determines quality of product • contractual obligations in the event of criteria not being satisfied • inspection of vendors facilities to confirm capability.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFIPROC402C Maintain hygiene standards while servicing a food handling area

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency covers basic food safety practices to be followed by individuals with responsibility for those who work in a food handling area, but are not directly responsible for handling food. Examples of typical functions include electrical, maintenance, pest control and cleaning services. These people may be employees of the food business or external contractors working in areas covered by the food safety plan. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit supports the implementation of national, state or territory food safety legislation and regulations. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Comply with food safety requirements while working in a ***food handling area***	1.1. Food safety and ***personal hygiene*** requirements related to work tasks of others are identified and followed. 1.2. Work responsibilities are carried out so that the safety of food is not compromised. 1.3. Identify and report any procedures or practices

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ELEMENT	PERFORMANCE CRITERIA
	which are not consistent with the ***food safety program***. 1.4. Corrective action is taken according to the food safety program.
2. Maintain food handling area in a clean and orderly state	2.1. Equipment and/or utensils used, and the food handling area meet the ongoing cleaning and sanitation requirements of food safety program. 2.2. Waste is collected and disposed of according to food safety program.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

- carrying out work responsibilities to ensure that food safety is not compromised
- identifying and correcting or reporting situations or procedures that relate to own work that could compromise food safety
- locating or confirming and following work and related food safety responsibilities as required by the food business
- maintaining housekeeping standards in the food handling area and disposing of waste as required by work responsibility to meet food business requirements
- maintaining personal hygiene consistent with food business requirements
- reporting health conditions and illness as required by workplace food safety procedures
- taking necessary precautions when moving between or around the workplace and/or from one task to another so that food safety is not compromised
- wearing and maintaining appropriate clothing/footwear as required by work tasks to meet food business requirements.

Literacy skills used for:

- compiling reports
- reading and interpreting food safety plans
- reading, interpreting and modifying work procedures
- reporting and recording workplace health and illness.

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REQUIRED SKILLS AND KNOWLEDGE
Numeracy skills used for: • interpreting technical documents • monitoring temperatures.
Required knowledge
• cleaning and sanitation requirements and responsibilities, including an understanding of cleaning methods appropriate to a food handling environment and those used in the specific food handling area • food safety requirements related to own work as determined by the food business • housekeeping standards to be maintained in the work area • methods and procedures to be followed when carrying out work responsibilities in a food handling area to ensure that food safety is not compromised. This will depend on the nature of work responsibilities and food safety requirements as specified by the workplace. It includes an understanding of the types of contamination and cross-contamination that can occur as a result of work activities and storage, procedures used to prevent these types of contamination from occurring, and the action required if food safety is, or may have been, compromised • personal hygiene practices and clothing and footwear requirements associated with working in and moving in and between food handling areas • suitable standard of products, materials, tools and equipment used in the food handling area. This includes and awareness of chemicals suitable for use in a food environment, appropriate equipment and work methods, and materials that are unsuitable for use, such as breakable or dirty equipment/materials • waste collection, recycling and handling procedures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • oversee the activities of staff operating in a food handling area. Whilst not directly involved in the production or processing of seafood the individual is

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EVIDENCE GUIDE	
	responsible for maintaining the hygienic and sanitary integrity of the food handling area. Assessment must confirm knowledge of: • activities needed to return to the required levels of hygiene and sanitation • communication between workforce and others, including contractors • organisation of work in a food handling area and the scheduling of work to avoid loss of hygiene integrity • procedures and/or practices which are not consistent with the food safety plan • the requirements of the food safety plan in general and personal hygiene requirements in particular • waste disposal routines.
Context of and specific resources for assessment	Assessment of this unit must occur in a real or simulated workplace. Such an environment must provide a typical range of seafood handling and related food safety requirements that would normally be found in a food handling business. The assessment process must provide an opportunity for the assessee to demonstrate work activities that are consistent with the workplace seafood safety procedures and with food safety legislation. Resources may include: • access to the candidate's peers and supervisors • access to enterprise engineering and/or production expertise • enterprise maintenance schedules and procedures • enterprise OHS policy and procedures • enterprise product/production specifications • HACCP plans • relevant food safety standards.
Method of assessment	The following assessment methods are suggested: • demonstration • project (work or scenario based) • workplace documents • written or oral questions.
Guidance information for	This unit may be assessed holistically with other seafood

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EVIDENCE GUIDE	
assessment	processing units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• ESD principles, environmental hazard identification, risk assessment and control
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices

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RANGE STATEMENT	
	• warnings and dismissals • worker's compensation • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes, other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene	• Australian Shellfish Sanitation program • display, packaging and sale of food, including

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RANGE STATEMENT	
regulations and procedures may include:	seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling the use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and

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RANGE STATEMENT	
	maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified organisms and live cultured or held organisms from escaping into environment, • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory. • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use, introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • insulated protective clothing for freezers or chillers and refrigeration units • protective outdoor clothing for tropical conditions • non-slip and waterproof boots (gumboots) or other safety footwear • hard hat or protective head covering • protective hair, beard and boot covers • gloves, mitts or gauntlets, and protective hand and arm covering • protective eyewear, glasses and face mask • hearing protection (e.g. ear plugs and ear muffs) • respirator or face mask

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RANGE STATEMENT	
	• sun protection (e.g. sun hat, sunscreen and sunglasses) • safety harness • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

Food handling area may include:	• any work area where receiving, basic handling and inspection, preparation, cooking, processing, display, packaging, storage and/or transport of food occur
	• any work area where contamination can result from work activities, including:
	  • chemical contamination which could be caused by lubricants, resins, and cleaning and sanitation chemicals
	  • physical contamination which could be caused by metal, glass, plastic and cloths
	  • microbiological contamination that could result from cross-contamination when moving into and between food-handling areas (both direct contamination of the product and contamination of the work area are to be avoided)
	• the products and materials used in a food handling area

Personal hygiene may include:	• personal hygiene, clothing and footwear, and requirements to report health conditions or illness that meet workplace requirements and procedures. At a minimum such procedures must ensure that any person in food premises does not contaminate food, does not have unnecessary contact with ready-to-eat food and does not spit, smoke or use tobacco or similar in a food handling area. Refer to Food Safety Standards 3.2.2, Clause 17:3 as a minimum guide and/or relevant state or territory legislation and regulations.
Food safety program may include:	• that which systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. The food safety program will comply with relevant national, state, territory and industry legislation and regulations.

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RANGE STATEMENT	
	• the food business responsible for establishing the food safety program. Where a person who is not a direct employee of the business carries out the functions covered by this guideline competency standard, they are responsible for ascertaining the requirements of the food business relating to food safety. These requirements may be set out in procedures and/or in agreements or contractual arrangements established with service providers. Responsibilities of any person visiting and/or working in a food handling area will be communicated prior to entering the food handling area.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC403C Follow basic food safety practices

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency covers basic food safety practices, including personal hygiene and conduct when working in a food business. It describes the most basic level of competence required by any person in any industry who directly handles food. Where a food handler requires a more detailed understanding of the types of food safety hazards likely to occur in their workplace and methods of control, refer to SFIPROC404C Apply and monitor food safety requirements. This unit supports the implementation of national, state and territory food safety legislation and regulations. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application for those in a supervising role who are responsible for overseeing the activities of individuals working in a food handling area and directly involved in the production or processing of seafood. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, ***and food safety and hygiene regulations and procedures***.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Interpret ***food safety program*** requirements	1.1. Workplace information relating to food safety responsibilities is accessed, interpreted and confirmed with personnel as identified in the enterprise food safety program. 1.2. Hazard and Critical Control Points (HACCP) and food safety procedures relevant to ***own work responsibility*** are identified and confirmed with relevant personnel.

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ELEMENT	PERFORMANCE CRITERIA
	1.3. ***Own work practices*** are monitored for compliance with food safety program and modelled in the workplace. 1.4. ***Personnel are supported*** to implement food safety program and procedures.
2. Maintain food safety while carrying out ***food handling activities***	2.1. Food handling and storage is carried out according to the food safety program. 2.2. Procedures or practices which are not consistent with food safety program are identified, reported or corrected. 2.3. Corrective action is taken within level of responsibility, according to the food safety program. 2.4. Recalled or contaminated food, waste and recyclable material is handling and disposed of according to food safety program. 2.5. The workplace in maintained in a clean and tidy order to meet hygiene standards.
3. Comply with personal hygiene standards	3.1. Personal hygiene meets the requirements for the food safety program. 3.2. Health conditions and/or illness are reported and recorded as required by the food safety program. 3.3. Clothing and footwear worn is appropriate for the food handling task and meets the requirements of the food safety program. 3.4. Precautions are taken when moving between or around the workplace and/or from one task to another so that food safety is not compromised.

Required Skills and Knowledge

• REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating to clarify own work responsibilities in relation to HACCP and the food safety program and to support personnel to implement procedures related to food safety program, such as: • maintaining personal hygiene standards

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- REQUIRED SKILLS AND KNOWLEDGE

  - handling and disposing of recalled or contaminated food, waste and recyclable material
  - maintaining the work area in a clean and tidy state
  - reporting health conditions and illness
  - reporting signs of pest infestation
- identifying procedures or practices that are inconsistent with or compromise the food safety program.

Literacy skills used for:

- documenting corrective actions
- providing diagrammatic instructions relating to procedures outlining food safety responsibilities
- interpreting food safety program
- reporting and documenting health conditions and illnesses.

Numeracy skills used for:

- interpreting critical limits as documented in the food safety plan.

Required knowledge

- appropriate bandages and dressing to be used when undertaking food handling
- cleaning plans and procedures and use and storage of cleaning equipment as required to carry out own work responsibilities
- clothing and footwear requirements for working in and/or moving between food handling areas
- legal responsibilities relating to personal hygiene practices and the reporting of illness as required by the Food Safety Standard and/or state or territory legislation and regulations (it may also include restrictions on wearing of jewellery and other adornments, such as nail polish)
- personal clothing maintenance, laundering and storage requirements
- suitable standard of materials, equipment and utensils used in the food handling area
- the food safety requirements and procedures related to own work and the possible consequences of not following these procedures
- waste collection, recycling and handling procedures relevant to own work responsibilities.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • follow basic food safety procedures and practices in a supervisory role. Assessment must confirm knowledge of: • activities needed to return to the required levels of hygiene and sanitation • procedures and/or practices which are not consistent with the food safety plan • reporting and recording requirements of the food safety plan • the requirements of the food safety plan in general and personal hygiene requirements in particular • waste disposal routines.
Context of and specific resources for assessment	Assessment of this unit may occur in either a real or simulated workplace. Such an environment must provide a typical range of seafood handling and related food safety requirements that would normally be found in a food handling business. The assessment process must provide an opportunity for the assessee to demonstrate work activities that are consistent with food safety legislation and regulations. Resources required for assessment may include: • personnel to supervise • enterprise food safety plan • enterprise OHS policy and procedures • HACCP plan • relevant protective clothing and equipment.
Method of assessment	The following assessment methods are suggested: • demonstration • workplace documentation

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EVIDENCE GUIDE	
	• written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other seafood processing units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control
	• food safety, HACCP, hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation

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RANGE STATEMENT	
	• taxation • trade practices • warnings and dismissals • worker's compensation • occupational health and safety (OHS) hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes, other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations

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RANGE STATEMENT	
	• temperature and contamination control along chain of custody.
Food safety program:	• systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling and storage operations of the food business. The food safety program will comply with relevant national, state, territory and industry legislation and regulations. For the purpose of applying this competency standard in circumstances where formal food safety programs are not legal requirements, the term can be understood to cover the same detail as would be covered by a food safety program.

Own work responsibilities may include:	• cleaning and storing equipment and utensils
	• handling and storage of products and materials, such as:
	  • consumables
	  • finished product
	  • ingredients
	  • part-processed product
	  • raw materials
	• seafood handling, such as:
	  • basic handling and inspection
	  • display, packaging and storage
	  • preparation, cooking and cooling
	  • processing
	  • transportation of seafood.

Own work practices may include:	• personal hygiene requirements as specified in the food safety program
	• wearing clothing designed to ensure that the body and clothing itself does not contaminate food or surfaces likely to come into contact with food, such as:
	  • hair nets and beard nets
	  • overalls and gloves.

Personnel are supported by:	• individual coaching • on-the-job and off-the-job training • performance feedback • wall charts and diagrams

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RANGE STATEMENT	
	• work team meetings and discussions • written information sheets.

Food handling activities may include:	• handling and storing products/materials, such as:
	  • cleaning materials
	  • consumables
	  • finished product
	  • ingredients
	  • part-processed product
	  • raw materials.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC404C Apply and monitor food safety requirements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves monitoring and controlling food safety hazards and responding to non-conformance as required by the food safety program. Responsibility for monitoring food safety, identifying breaches in food safety procedures and taking corrective action relates to own tasks and responsibilities and occurs in the context of the food safety program in the workplace. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Monitor and control the food safety program	1.1. ***Food safety hazards*** in all ***food handling operations*** of the food business are ***monitored*** and controlled as required by the food safety program. 1.2. Where food safety control requirements are not met, the non-conformance is promptly reported and corrective action is taken and recorded. 1.3. Food safety information is recorded to meet requirements of the food safety program.
2. Assist in the identification of breaches of food	2.1. Processes or conditions which could result in a breach of food safety procedures are identified and reported.

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ELEMENT	PERFORMANCE CRITERIA
safety procedures	2.2. Records of ***corrective action*** taken are maintained according to food safety plan. 2.3. Corrective action is undertaken according to food safety program.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating results of food safety monitoring • following procedures to identify, separate and report product which is or may be non-conforming and/or implement other necessary corrective action within level of responsibility • identifying situations where food safety requirements or parameters are not met within level of responsibility • monitoring food safety hazards as required by the food safety program, such as visual inspection, sampling and testing • participating in investigation and reporting on unsafe food as identified by internal monitoring and/or customer complaints • recording results of monitoring and maintain records as required by the food safety program • reporting practices or processes in own work that could result in unsafe food • taking corrective action as required by food safety program within level of responsibility • using food safety program information to find advice on food safety responsibilities relating to own work. **Literacy skills used for**: • recording results and the maintenance of records • reporting food safety as identified in internal monitoring and/or customer complaints. **Numeracy skills used for**: • interpreting and applying information from the food safety program

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REQUIRED SKILLS AND KNOWLEDGE
• recording results of visual inspection, sampling and testing.
Required knowledge

• methods and procedures used in the workplace to:
  • monitor that food safety is under control, including an understanding of the purpose of sampling and taking measurements, such as temperature and pH, and conducting inspections and tests (where inspections and tests are part of the work responsibility, it includes an understanding of the procedures to follow)
  • control food safety hazards and minimise risk
  • identify and separate food which may be unsafe
• microbiological, physical and chemical hazards related to the foods handled and stored in the workplace, such as the types of hazards likely to occur, the conditions under which they occur and possible consequences
• purpose of corrective action and the appropriate corrective action to take if monitoring indicates that food safety control requirements are not met
• purpose of keeping records and the recording requirements of the food safety program
• recall procedures as they relate to own work responsibilities
• safe food handling requirements and procedures related to work responsibilities
• sources of information on procedures and responsibilities for food safety relating to own work, including Hazard Analysis Critical Control Point (HACCP) and food safety plan, and product specification requirements and quality parameters
• properties, handling and storage requirements of equipment, materials and products handled and used.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • demonstrate and apply an understanding of the principles of the food safety program as they relate to work responsibilities.

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EVIDENCE GUIDE	
	Assessment must confirm knowledge of: • methods and procedures used in the workplace to monitor that food safety is under control • hazards related to the foods handled and stored in the workplace • purpose of corrective action and the appropriate corrective action to take if monitoring indicates that food safety control requirements are not met • purpose of keeping records and the recording requirements of the food safety program • recall procedures as they relate to own work responsibilities • safe food handling requirements and procedures related to work responsibilities • sources of information on procedures and responsibilities for food safety relating to own work, including HACCP and food safety plan, and product specification requirements and quality parameters • understanding of the properties, handling and storage requirements of equipment, materials and products handled and used.
Context of and specific resources for assessment	Assessment of this unit may occur in either a real or simulated workplace. Such an environment must provide a typical range of seafood handling and related food safety requirements that would normally be found in a food handling business. The assessment process must provide an opportunity for the assessee to demonstrate and apply an understanding of the principles of the food safety program as they relate to work responsibilities. Resources may include: • codes of practice • enterprise OHS policy and procedures • enterprise recording and reporting requirements • relevant documentation, including enterprise food safety plan • relevant legal/regulatory requirements.
Method of assessment	The following assessment methods are suggested: • demonstration

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EVIDENCE GUIDE	
	• workplace documentation • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• ESD principles, environmental hazard identification, risk assessment and control
	• HACCP, hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation

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RANGE STATEMENT	
	• taxation • trade practices • warnings and dismissals • worker's compensation • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of

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RANGE STATEMENT	
	PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling the use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements,

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RANGE STATEMENT	
	such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified organisms and live cultured or held organisms from escaping into environment, • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • insulated protective clothing for freezers or chillers and refrigeration units • protective outdoor clothing for tropical conditions • non-slip and waterproof boots (gumboots) or other safety footwear • hard hat or protective head covering • protective hair, beard and boot covers • gloves, mitts or gauntlets, and protective hand and arm covering • protective eyewear, glasses and face mask

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RANGE STATEMENT	
	• hearing protection (e.g. ear plugs and ear muffs) • respirator or face mask • sun protection (e.g. sun hat, sunscreen and sunglasses) • safety harness • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
Food safety hazard may be:	• biological, chemical or physical agent in, or condition of, food that has the potential to cause an adverse health effect.

Food handling operations may include:	• products/materials handled and stored, such as:
	  • consumables
	  • part-processed product
	  • cleaning materials
	  • finished product
	  • ingredients
	  • raw materials.

Monitored may include:	• breach of food safety procedures, such as:
	  • failure to check delivery temperatures of food in refrigerators promptly
	  • failure to wash hands when required
	  • use of cloths for unsuitable purposes
	• confirming that a food safety hazard is in control, such as:
	  • taking temperatures
	  • collecting samples
	  • conducting visual inspections
	  • conducting other tests as required.

Corrective action may include:	• extending cooking time, reprocessing, reworking, and/or withdrawing food from production • retraining of staff • taken within level of responsibility and in the context of the food safety program • the attendant record keeping associated with the food safety plan, or other quality

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RANGE STATEMENT	
	management processes operation in the food business, including retraining • confirmation that the appropriate action was taken and the procedure was rectified.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC405C Oversee the implementation of a food safety program in the workplace

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves supervising the implementation of the food safety program across an entire business, process or food handling area. It also involves supporting others to implement the requirements of food safety procedures, including those who work in a food handling area, but who are not directly responsible for handling food. It involves responsibility for identifying breaches of food safety procedures and taking corrective and/or preventative action occurring in the context of the food safety program and within scope of responsibility. Typical examples of these functions include electrical, maintenance, pest control and cleaning services performed by people who may be employees of the food business or external contractors working in areas covered by the food safety plan. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and

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	calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		
	SFIPROC404C	Apply and monitor food safety requirements

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor the implementation of the ***food safety program***	1.1. Food safety requirements and procedures are communicated to others in the workplace. 1.2. Food handling processes and procedures meet the requirements of the food safety program. 1.3. Service personnel in the ***food area*** are supported to meet food safety requirements.
2. Take corrective action when a food safety hazard is found not to be in control	2.1. Procedures for responding to non-conformances are promptly implemented. 2.2. Causes of non-conformances are identified and recorded. 2.3. Control measures are implemented to prevent recurrence. 2.4. Procedures are developed or revised to support effective control of food safety hazards.
3. Maintain food safety in the workplace	3.1. Processes or conditions which could result in a breach of food safety procedures are identified and preventative or ***corrective action*** is taken. 3.2. Food safety records are completed and meet the food safety program and legal requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• collecting and analysing data and other food safety information to identify breaches of food safety procedures • communicating information about the food safety program and related procedures to others in the food handling area • demonstrating monitoring techniques used in the food handling area, such as visual inspection, sampling methods, testing methods, record keeping and all other procedures required to implement the food safety program in the food handling area • making judgements on action required to respond to non-conformance and following procedures to identify, separate and/or recall non-conforming food as

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REQUIRED SKILLS AND KNOWLEDGE
required • monitoring the recording of food safety information to confirm that the records accurately reflect performance and meet the requirements of the food safety program • participating in investigation of actual and potential non-conformance and complaints from customers relating to food safety • reviewing practices and procedures to prevent or minimise non-conformance and to develop preventative actions • supporting others to follow food safety procedures, ensuring that all workplace personnel receive the information required and have the necessary skills to carry out their responsibilities as identified by the food safety program. **Literacy skills used for**: • completing food processing records to meet legal and food safety program requirements. **Numeracy skills used for**: • measuring and recording non-conformance with specifications and food safety program • recording data for food processing records.
Required knowledge
• appropriate communication techniques to convey the requirements of the food safety program to others in the workplace • auditing arrangements, roles and responsibilities as they relate to own work responsibilities, including an understanding of internal and external audit processes • current technical and process knowledge required to participate in investigations of non-conformance • legal obligations for food safety relating to personal and company liability, including, as a minimum, awareness of relevant national, state, territory and industry-specific legislation and regulations, and customer requirements, where required • principles of a systematic approach to managing food safety, including identification of hazards that are likely to occur, establishing appropriate methods of control, monitoring controls, describing corrective action to be taken if control conditions are not met, and recording information • procedures to identify and separate non-conforming product and recall procedures and responsibilities relevant to the food business • properties, handling, preparation, processing, display, packaging and storage requirements of materials and products used in the food handling area in order to make judgements about safety of food within the parameters established by the food safety program

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REQUIRED SKILLS AND KNOWLEDGE
• record keeping requirements and systems used in the workplace • systems, procedures and support programs in place in the seafood business to implement the food safety program.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • oversee the activities of individuals working in a food handling area and directly or indirectly involved in the production or processing of seafood. Assessment must demonstrate knowledge of: • principles of a systematic approach to managing food safety • procedures to identify and separate non-conforming product and recall procedures and responsibilities relevant to the food business • properties, handling, preparation, processing, display, packaging and storage requirements of materials and products used in the food handling area in order to make judgements about safety of food within the parameters established by the food safety program • the organisation of work in a food handling area • legal obligations for food safety relating to personal and company liability, including, as a minimum, awareness of relevant national, state, territory and industry-specific legislation and regulations, and customer requirements, where required • record keeping requirements and systems used in the workplace.
Context of and specific resources for	Assessment of this unit may occur in either a real or

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EVIDENCE GUIDE

assessment	simulated workplace. Such an environment must provide a typical range of seafood handling and related food safety requirements that would normally be found in a food handling business. The assessment process must provide an opportunity for the assessee to demonstrate and apply an understanding of the principles of the food safety program as they relate to work responsibilities. Resources may include: • codes of practice • enterprise OHS policy and procedures • enterprise recording and reporting requirements • relevant documentation, including enterprise food safety plan • relevant legal/regulatory requirements.
Method of assessment	The following assessment methods are suggested: • demonstration • workplace documentation • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:

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RANGE STATEMENT	
	• Australian Exclusive Economic Zone • international treaties and agreements • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • Indigenous native title, land claims and cultural activities, including fishing by traditional methods • maritime and occupational diving operations: • foreign and Australian legislation applying to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code • use of vessels, right of way and other marine orders, bunkering and refuelling • land, buildings and vehicles: • buildings and structures design and appearance, constructions and additions • poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage

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RANGE STATEMENT	
	• water or land lease, tenure or ownership and use • business or workplace operations, policies and practices: • commercial law, including fair trading and trade practices • consumer law • corporate law, including registration, licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and

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RANGE STATEMENT	
	maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food

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RANGE STATEMENT	
	Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling the use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified organisms and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities

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RANGE STATEMENT	
	• reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • insulated protective clothing for freezers or chillers and refrigeration units • protective outdoor clothing for tropical conditions • non-slip and waterproof boots (gumboots) or other safety footwear • hard hat or protective head covering • protective hair, beard and boot covers • gloves, mitts or gauntlets, and protective hand and arm covering • protective eyewear, glasses and face mask • hearing protection (e.g. ear plugs and ear muffs) • respirator or face mask • sun protection (e.g. sun hat, sunscreen and sunglasses) • safety harness • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
The ***food safety program***:	• is established by the food business. Where a person who is not a direct employee of the business carries out the functions covered by this competency standard, they are responsible for ascertaining the requirements of the food business relating to food safety. These requirements may be set out in procedures and/or in agreements or contractual arrangements established with service providers. Responsibilities of any person visiting and/or working in a food handling area will be communicated prior to entering the food handling area • is the process which systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling

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RANGE STATEMENT	
	operations of the food business • must comply with relevant national, state, territory and industry legislation and regulations.

Food area may include:	• an area where:
	  • basic handling and inspection
	  • cooking
	  • cooling
	  • display
	  • packaging
	  • preparation
	  • processing
	  • storage and/or transportation
	of food occurs.

Corrective action may include:	• confirmation that the appropriate action was taken and the procedure was rectified • extending cooking time, reprocessing, reworking, and/or withdrawing food from production • retraining of staff • taken within level of responsibility and in the context of the food safety program • the attendant record keeping associated with the food safety plan, or other quality management processes operation in the food business, including retraining.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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SFIPROC406C Develop food safety programs

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves developing food safety programs. This unit is premised on the assumption that the person responsible for the development of the food safety program will be from within the food business, but does not exclude the use of external specialists to provide guidance and/or advice. Development of food safety programs, such as Hazard Analysis Critical Control Point (HACCP) will generally be undertaken collaboratively within the workplace. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare to develop a food safety program	1.1. The scope of the ***food safety program*** is agreed within the food business. 1.2. Personnel and resources to be involved in the development of the food safety program are identified and their availability negotiated. 1.3. A plan for the development of a food safety program is agreed.
2. Identify food safety	2.1. ***Processes to be covered by the food safety program***

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ELEMENT	PERFORMANCE CRITERIA
hazards	are identified and steps within each process are described. 2.2. ***Food safety hazards*** that are reasonably expected to occur are identified and risk assessment criteria are developed for each step in each process. 2.3. ***Handling*** methods, processing techniques and existing support programs used in the food business are identified as control points.
3. Establish methods to control food safety hazards	3.1. Acceptable ***methods of control*** are determined for each food safety hazard that is reasonably expected to occur. 3.2. Control methods are validated by the use of objective evidence in order to prove that materials, processes, procedures or equipment used are capable of delivering the intended result. 3.3. Procedures for taking preventative action are established.
4. Establish methods to monitor the implementation of controls	4.1. Appropriate methods for monitoring control measures at critical control points are established. 4.2. Monitoring requirements and responsibilities are confirmed as being appropriate and communicated to the relevant personnel.
5. Establish appropriate corrective action	5.1. Required corrective action to respond to situations where hazards are not effectively controlled is established. 5.2. Corrective action requirements and responsibilities are communicated to relevant personnel.
6. Establish a recording system to document food safety performance	6.1. Records required to document, implement and maintain the food safety program are established. 6.2. Record keeping requirements and responsibilities are communicated to food business personnel.
7. Establish a system to regularly review the food safety program	7.1. A verification schedule that reviews all aspects of the food safety program and related records is developed to ensure the program's adequacy and validity. 7.2. Verification requirements and responsibilities are communicated to relevant personnel. 7.3. The food safety program is revised to take account of verification outcomes.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

- developing a plan for the regular review of the food safety program
- communicating to:
  - reach agreement on the processes to be covered by the food safety program
  - consult with, negotiate and explain roles and responsibilities to people in the food business
- identifying hazards that are reasonably expected to occur, conducting a risk assessment and establishing appropriate methods of control
- planning skills to:
  - develop contingency actions in the event that program requirements are not met
  - develop a food safety program
  - develop record keeping requirements and systems
- using frontline management skills to implement preventive action
- using problem solving skills to:
  - determine monitoring procedures for each food safety hazard
  - develop corrective actions in the event that acceptable limits or requirements of support programs are not met
- validating new and/or existing methods of control by referring to objective data, industry guidelines and codes of practice

Literacy skills used for:

- analysing process flow diagrams, hazard analysis charts and table, support program requirements, data analysis reports, corrective action reports and verification reports
- communicating verification requirements to relevant staff
- documenting handling methods, processing techniques and existing support programs
- establishing records required to document, implement and maintain the food safety program.

Numeracy skills used for:

- recording monitored data
- setting process limits

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REQUIRED SKILLS AND KNOWLEDGE

- validating control methods.

Required knowledge

- food safety program design principles and development processes:
  - legal requirements to establish support programs relevant to the industry sector and nature of the food business which include HACCP and food safety systems
  - HACCP-based concepts that support the design of a food safety program to meet legal and food business requirements
  - techniques for applying HACCP-based principles in a food business, including techniques for identifying and analysing hazards, assessing the likelihood of occurrence, conducting a risk assessment of those hazards, determining acceptable methods of control, monitoring and recording requirements for each control point, identifying corrective action if controls are not met and developing system review procedures
  - purpose of maintaining records, minimum recording requirements and minimum period for which records must be retained
  - roles and responsibilities of internal and external auditors and of authorised officers
  - industry terminology, food characteristics and food handling methods as they affect food safety, relating to the food business/industry sector
  - the role of consultation in the development, implementation and ongoing maintenance of the food safety program
  - techniques used to map operations for the purposes of a food safety program appropriate to the food business
  - documentation and recording requirements of support programs used as a method of control
  - validation processes and techniques
  - verification procedures
- main types of food safety hazards/contamination that may be found in seafood handled by the business and handling practices and processes used to reduced these hazards
- conditions required for bacterial growth to occur relevant to the food handling function, including aw, pH, composition, time and temperature
- typical support programs, such as cleaning schedules, pest control, stock rotation, product recall and personal hygiene, and how they can be used as part of a food safety program
- acceptable control methods for the hazards identified and required corrective action when control requirements are not met
- industry terminology, raw materials/ingredient composition and characteristics, and food handling practices and processing techniques relevant to the food business/industry sector, as they affect food safety
- information required and collection methods to support validation of the food

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REQUIRED SKILLS AND KNOWLEDGE

safety program
• issues to consider relating to intended use of food products
• relevant technical knowledge to apply HACCP-based concepts to the development of a food safety program, including relevant sections of the food standards code, relevant food Acts, industry legislation and regulations, guidelines, codes of practice, templates, protocols and other sources of current technical advice relevant to industry sector and food business processes
• food business liaison:
  • documentation procedures to meet food safety program requirements appropriate to the food business
  • effective communication skills required to consult, negotiate and communicate with people in the food business
  • level of competence and current systems used by food business personnel to support food safety
  • options to fulfil the requirements of the food safety program to suit the capacity and culture of the food business
  • resources required to implement and maintain the food safety program.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • develop a food safety program for a seafood food business. Assessment must confirm knowledge of: • food safety design principles and development process • technical food safety requirements for the food safety program being developed • food safety as it relates to seafood product specifically and to seafood food businesses.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment of this unit of competence is conducted within the context of the seafood industry. Assessment must occur in the context of real food businesses within the seafood sector where normal food safety hazards and control requirements exist. The environment must provide an opportunity for the assessee to demonstrate the development of a food safety program consistent with food safety legislation and appropriate to the needs of the food business. Resources may include: • codes of practice • enterprise OHS policy and procedures • enterprise recording and reporting requirements • relevant documentation, including enterprise food safety plan • relevant legal/regulatory requirements.
Method of assessment	The following assessment methods are suggested: • undertaking a project developing a food safety program for the seafood business • workplace documentation • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other	• ESD principles, environmental hazard identification, risk assessment and control

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RANGE STATEMENT	

compliance requirements may include:	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• HACCP, hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• maritime and occupational diving operations:
	  • foreign and Australian legislation applying to quarantine and customs
	  • International Convention for the Safety of Life at Sea (SOLAS)
	  • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978)
	  • Marine Emergency Response Search and Rescue (MERSAR)
	  • National Standards for Commercial Vessels
	  • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78)
	  • Uniform Shipping Laws (USL) Code
	  • use of vessels, right of way and other marine orders, bunkering and refuelling
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment
	  • soil and water management
	  • use of chemicals and biological agents
	  • use of firearms and powerheads
	  • use of utilities, including water, natural gas,

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RANGE STATEMENT	
	electricity and sewage • water or land lease, tenure or ownership and use • business or workplace operations, policies and practices: • commercial law, including fair trading and trade practices • consumer law • corporate law, including registration, licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards

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RANGE STATEMENT	
	• hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New

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RANGE STATEMENT	
	Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling the use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or broodstock/seedstock collection requirements, such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified organisms and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory. • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and

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RANGE STATEMENT	
	other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • insulated protective clothing for freezers or chillers and refrigeration units • protective outdoor clothing for tropical conditions • non-slip and waterproof boots (gumboots) or other safety footwear • hard hat or protective head covering • protective hair, beard and boot covers • gloves, mitts or gauntlets, and protective hand and arm covering • protective eyewear, glasses and face mask • hearing protection (e.g. ear plugs and ear muffs) • respirator or face mask • sun protection (e.g. sun hat, sunscreen and sunglasses) • safety harness • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).
The ***food safety program***:	• systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations of the food business, including risk assessment procedures associated with likely hazards • may be developed as a stand-alone program or may be integrated with the quality program in a workplace. It may be based on industry guidelines or templates, customised to the requirements of the business or developed collaboratively within the food business • identifies where and how each hazard can be controlled, describes how these controls are to be monitored, the corrective action required if control conditions are not met, and information

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RANGE STATEMENT	
	to be recorded • must comply with relevant national, state, territory and industry legislation and regulations.
Processes to be covered by the food safety program include:	• methods to control hazards, support programs and manage specific hazard control limits or requirements • product recall, cleaning schedules, pest control programs, personal hygiene practices, calibration procedures and related operating procedures • processing stages, such as cooking, cook and chill, cook and hold, thaw and reheat.
Food safety hazards may be:	• a regular occurrence of little or no risk or, infrequent hazards of extremely high risk to human life • microbiological, chemical or physical in nature.
Handling may include:	• handling of packaging, food containers and equipment • handling recalled or contaminated seafood prior to disposal • receiving, storing, control of temperature, preparing, processing, cooking, displaying, packaging, serving and transporting seafood.
Methods of control may involve:	• equipment • procedures, including supply chain controls • processes.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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SFIPROC407C Conduct internal food safety audits

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This competency involves conducting internal audits against the food safety standards. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit supports the implementation of national and state or territory food safety legislation and regulations but does not preclude any requirement for external second or third-party auditing processes, or audit requirements in respect of the Food Business Classification System. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan for food safety internal audits	1.1. Information and resources required to conduct the audit are identified and located. 1.2. An audit plan is developed to meet ***internal audit scope***.
2. Conduct food safety audits	2.1. Information is collected that is adequate, representative and meets audit requirements/scope. 2.2. Information is analysed to assess appropriate application of the food safety program. 2.3. Records are reviewed to assess compliance with the food safety program. 2.4. Interviews are conducted on the operation of the food

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ELEMENT	PERFORMANCE CRITERIA
	safety program with people who have specific tasks outlined in the program. 2.5. Compliance with the food safety program is observed and an assessment given. 2.6. Premises and transport vehicles are inspected, as required, to confirm that they meet the design and construction requirements set out by food safety legislation. 2.7. Areas requiring ***corrective action*** are identified and recorded.
3. Report and follow up audit outcomes	3.1. Situations presenting an imminent and serious risk to the safety of food are reported according to legislative requirements. 3.2. Audit reports are prepared to address audit scope requirements. 3.3. The results of the audit are communicated within the food business and to regulatory agencies as required by legislation. 3.4. Areas requiring corrective action are acknowledged by the food business. 3.5. A corrective action plan is developed, reported and agreed. 3.6. Implementation of corrective action as set out in the corrective action plan is confirmed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• applying appropriate questioning, observation and related communication skills to support information collection appropriate to the food business • assessing the adequacy of the food safety program, such as verifying information used by the food business to establish methods of controlling food safety hazards • communicating the audit findings, including any relevant follow-up action to the food business • communicating the audit plan to the food business and agreeing on audit timetable

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REQUIRED SKILLS AND KNOWLEDGE
and scope of the audit • confirming that food premises, fixtures, fittings, equipment and transport vehicles meet the minimum requirements of food safety legislation • confirming that the food business has implemented appropriate corrective action with the timeframe established by the corrective action plan • documenting non-conformance where findings indicate either a failure to comply with the food safety program or inadequacy of the food safety program • establishing the audit sequence, activities and timelines • forming conclusions on audit outcomes which can be duplicated, given the evidence collected • identifying and locating information required to conduct the audit • identifying any changes that have occurred in the food business since the commencement of the food safety program or since the last audit that could affect food safety • identifying, investigating and recording evidence of non-conformance and judge significance • preparing tools to collect information, such as checklists and interview schedules • reviewing food business documentation to confirm that required formation is available • reviewing records, conducting interviews, observing workplace practices and collecting other relevant information, as required, to assess compliance with the food safety legislation • taking immediate action to report non-conformities that present an imminent and serious risk to the safety of food • verifying that the food business is implementing the food safety program, including identifying food safety hazards that may be reasonably expected to occur, determining adequate methods to control hazards, monitoring and record keeping procedures, validating and corrective action requirements. **Literacy skills used for**: • documenting and reporting the findings of the audit in appropriate format to meet legal and food business requirements • recording evidence of non-conformance, imminent and serious risks. **Numeracy skills used for**: • interpreting workplace data • using graphs, tables, and formulae to present findings of the audit in appropriate format to meet legal and food business requirements.
Required knowledge
• audit procedures and techniques, including:

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REQUIRED SKILLS AND KNOWLEDGE

- appropriate recording reporting formats
- business systems and related reference documents and appropriate application of these in an audit
- communication skills and techniques appropriate to the food business
- data analysis methods relevant to the audit process
- techniques for collecting information, including choice of appropriate methods to ensure data is adequate and representative
- the purpose and stages involved in a food safety audit

- audit roles and responsibilities, including:
  - any requirements for prescribed fees and charges that may be levied on a food business and the process by which this occurs
  - appropriate ethical conduct of auditors as may be set out in codes of ethics of auditors
  - requirements and procedures for certification or registration of auditors and authorised officers
- legal requirements, including:
  - food business classification systems and the implications of these for determining the frequency and scope of audit
  - obligations of food business to report to enforcement agencies any non-conformities that present an imminent and serious risk to the safety of food
  - obligations of food businesses relating to food safety
  - other relevant legislation that could impact on the application of food safety legislation in the business and/or industry
  - role and responsibilities of auditors and authorised officers
  - the purpose and intent of food safety legislation
- competency standards and training options for people working with food to develop food safety skills and knowledge
- industry terminology, food characteristics and food handling and storage practices and processing techniques relevant to the industry sector as they affect food safety
- minimum standards for the design and construction of food premises, including equipment and transport vehicles
- relevant technical and industry knowledge to verify compliance with food safety legislation
- situations likely to present serious food safety risks, and the responsibilities under legislation for the reporting of such risks
- techniques for applying Hazard Analysis Critical Control Point (HACCP) concepts in a food business, including techniques for identifying hazards and assessing risks that may be reasonably expected to occur, determining appropriate control method, monitoring and record keeping, validating, corrective action and recording requirements.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • conduct an internal audit of a range of activities directly or indirectly involved in the production or processing of seafood against food safety standards • make recommendations on corrective action • report on audit findings. Assessment must demonstrate knowledge of: • audit procedures and techniques • audit roles and responsibilities • food standards and regulatory implications • food safety specific to the seafood sector.
Context of and specific resources for assessment	Assessment of this unit of competence is conducted within the context of the seafood industry. Assessment must occur in the context of real food businesses within the seafood processing sector where food safety hazards are identified, assessed and controlled by a food safety program. The environment must provide an opportunity for the assessee to demonstrate the ability to conduct food safety audits to meet the audit scope, legal and food business requirements. Resources may include: • audit requirements • enterprise policy relating to the treatment of wastes • food business • food safety and other relevant standards • HACCP plan • OHS policy and procedures.

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EVIDENCE GUIDE	
Method of assessment	The following assessment methods are suggested: • project undertaking internal audits of activities within a seafood food business • workplace documentation, including audit report and corrective actions required • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, HACCP, hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• Indigenous native title, land claims and cultural activities, including fishing by traditional methods
	• maritime and occupational diving operations:
	  • foreign and Australian legislation applying

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RANGE STATEMENT	
	to quarantine and customs • International Convention for the Safety of Life at Sea (SOLAS) • International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 1978) • Marine Emergency Response Search and Rescue (MERSAR) • National Standards for Commercial Vessels • pollution prevention - International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • Uniform Shipping Laws (USL) Code • use of vessels, right of way and other marine orders, bunkering and refuelling • land, buildings and vehicles: • buildings and structures design and appearance, constructions and additions • poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • business or workplace operations, policies and practices: • commercial law, including fair trading and trade practices • consumer law • corporate law, including registration, licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch agreements

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RANGE STATEMENT	
	• jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • OHS hazard identification, risk assessment and control • product quality assurance • correct naming and labelling (country of origin, Australian Fish Names Standard, eco-labelling) • correct quantities, sizes, other customer requirements • third-party certification such as Australian Grown, Environmental ISO14001.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts

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RANGE STATEMENT	
	• the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling the use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing sustainable fisheries or

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RANGE STATEMENT	
	broodstock/seedstock collection requirements such as size limits, quotas, season restrictions, population dynamics, fishing impacts, reducing by-catch, fisheries management strategies, and maintaining biodiversity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified organisms and live cultured or held organisms from escaping into environment • protecting native and protected flora and fauna, marine or land parks or areas, adhering to the Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES), the Ramsar Convention, World Heritage and other international treaties for which Australia is a signatory. • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing disturbances to soils, erosion and surface water flows from machinery use and other activities • reducing energy use and introducing alternative energy sources.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • insulated protective clothing for freezers or chillers and refrigeration units • protective outdoor clothing for tropical conditions • non-slip and waterproof boots (gumboots) or other safety footwear • hard hat or protective head covering • protective hair, beard and boot covers • gloves, mitts or gauntlets, and protective hand and arm covering

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RANGE STATEMENT	
	• protective eyewear, glasses and face mask • hearing protection (e.g. ear plugs and ear muffs) • respirator or face mask • sun protection (e.g. sun hat, sunscreen and sunglasses) • safety harness • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

Internal audit scope:	• is established by food business and may be informed by the requirements of relevant legislation
	• does not meet regulatory requirements but may be used to determine progress of the food business towards the achievement of the objectives of the food safety plan
	• will identify information collection methods, such as:
	  • accessing relevant technical information
	  • interviews
	  • observance
	  • review of workplace records.

Corrective action may involve:	• developing a corrective action plan that identifies non-conformance, corrective actions, date by which action must be taken and any other follow up requirement. Depending on the nature and scope of an audit, the business is typically responsible for identifying appropriate corrective action. However, the auditor must be able to determine whether an appropriate corrective action plan has been developed and must therefore have the technical knowledge to do so • training of food business personnel in required procedures and processes using communication skills and techniques appropriate to their language, literacy and technical skill base • meeting the design and construction requirements for food safety premises, fixtures, fittings, equipment and transport vehicles as set out in food safety standards and or relevant

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RANGE STATEMENT	
	state or territory legislation and regulations • meeting the relevant state/territory audit management system which may specify additional requirements of auditors, such as meeting appropriate ISO standards.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC501C Manage seafood processing production units

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves identifying and analysing critical aspects of the process in seafood processing operations to enable the timely adjustment of processes and personnel to suite the requirements of product specifications. It also involves the ability to return processing operations to specified operating conditions in the event of significant problems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine critical operating requirements	1.1. Enterprise-specific processing and/or operating procedures are identified to determine ***critical operating requirements***. 1.2. ***Allowable deviations*** from critical requirements are calculated and incorporated into production plans.
2. Establish and maintain relationships between key processes	2.1. Key processing data, such as yield and throughput, is gathered, analysed and applied to ensure the process is optimised. 2.2. ***Corrective actions*** for deviations outside allowable parameters are determined and communicated to relevant personnel. 2.3. Circumstances in which emergency procedures

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ELEMENT	PERFORMANCE CRITERIA
	should be initiated are determined and communicated to relevant personnel. 2.4. Process data is gathered and analysed to ensure ***conformance with specifications***.
3. Monitor processing operations to achieve set requirements or product specifications	3.1. Methods to monitor the process are established to ensure compliance with product specifications. 3.2. Control points for processing operations are monitored to confirm product specifications or to identify variations. 3.3. Causes of operational variations are identified and ***remedial action*** implemented, as required. 3.4. ***Emergency procedures*** are implemented in a timely manner in response to evidence of contamination or risk to physical safety.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• applying lock-out and tag-out procedures • changing over equipment, as required, for changes to batch, line and/or process • communicating technical requirements to staff • communicating with work teams and management • determining market expectations of finished product, including quality and timing • determining the requirements for the cooling and warming, cleaning and handling of containers required for the process • developing and implementing corrective actions in response to out-of-specification results or non-compliance, including procedures to segregate damaged or suspect stocks • developing and implementing set-up, start-up and shutdown routines and safety checks for plant and equipment that are part of the production process • evaluating human resource requirements • interpreting specifications and operating parameters • making effective use of print or screen-based information systems • monitoring process and equipment operation to identify out-of-specification results or non-compliance

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REQUIRED SKILLS AND KNOWLEDGE

• monitoring supply and flow of materials to and from the process
• planning to:
  • determine the requirements for the cleaning and/or sanitising of equipment
  • develop schedules
  • identify routine maintenance requirements
• shutting down equipment in response to an emergency situation
• sorting, collecting, treating, disposing and/or recycling of wastes.
 	
Literacy skills used for:
• compiling reports
• completing complex forms
• interpreting technical documents or publications
• preparing detailed procedures
• reading and interpreting food standards
• reading production information.
 	
Numeracy skills used for:
• calculating production data
• calculating volumes, flows, pressures and/or temperatures
• estimating production times
• reading and analysing process control data.

Required knowledge
• corrective actions allowable within the requirements of the enterprise food safety plan and any relevant regulations • process monitoring methodology to ensure product compliance with specifications • product specifications and customer requirements • production and processing systems consistent with the scale of the enterprise and the species involved.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • manage a production unit to satisfy the needs of volume and quality of outputs against product specifications, as well as satisfying the needs of the enterprise OHS policies and the requirements of food safety regulations. Assessment must confirm knowledge of: • requirements of the food safety plan • enterprise OHS policy and procedures • process parameters, including safe working practices, food safety and environmental requirements • causes of product contamination and/or cross-contamination • significance of, and methods for, controlling contamination within the process • production scheduling, batch/recipe instructions, specifications and identifying process control points • equipment operational parameters • process control instrumentation • sampling and test schedules • cleaning and sanitation schedules • routine preventative maintenance requirements • documentation, recording and reporting requirements.
Context of and specific resources for assessment	Worksites used for assessment must comply with relevant legislation, industry standards and/or practices. Equipment used should be representative of that used in the workplace. Procedures and documentation used should be those which would be used typically in the workplace. Compliance with statutory OHS, food safety, export/import inspection, hygiene and/or environmental requirements relevant to the seafood industry should be emphasised. Resources may include: • cleaning and sanitation schedules

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EVIDENCE GUIDE	
	• enterprise work procedures/instructions workplace documentation and material safety data sheets (MSDS) • equipment representative of that used in the workplace • process documentation • specifications, control points and processing parameters • storage space for production output • sufficient raw material to facilitate realistic assessment.
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • workplace documentation • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations**, **licensing and other compliance requirements may include:	• ESD principles, environmental hazard identification, risk assessment and control • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA) • land, buildings and vehicles:

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RANGE STATEMENT	
	• buildings and structures design and appearance, constructions and additions • poaching, trespass and theft • road laws for use of motor vehicles, bikes, trucks and other transport equipment • soil and water management • use of chemicals and biological agents • use of firearms and powerheads • use of utilities, including water, natural gas, electricity and sewage • water or land lease, tenure or ownership and use • business or workplace operations, policies and practices: • commercial law, including fair trading and trade practices • consumer law • corporate law, including registration, licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental

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RANGE STATEMENT	
	management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and

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RANGE STATEMENT	
	sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling the use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified organisms and live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use and introducing alternative energy sources.
PPE may include:	• uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • insulated protective clothing for freezers or

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RANGE STATEMENT	
	chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • hard hat or protective head covering • protective hair, beard and boot covers • gloves, mitts or gauntlets, and protective hand and arm covering • protective eyewear, glasses and face mask • hearing protection (e.g. ear plugs and ear muffs) • respirator or face mask.
Critical operating requirements may include:	• capacity of plant and equipment • food safety plan • product specifications • temperature controlled stock • test and sampling requirements • time and temperature and other critical process requirements, such as power, steam, water, compressed and/or instrumentation air • workplace recording.
Allowable deviations may include:	• equipment capability • product specifications • time and temperature tolerance.
Corrective actions may include:	• food safety plan • product specifications • reporting requirements for out-of-temperature stocks.
Conformance with specifications may include:	• conformance to industry standards, OHS procedures and the requirements of the food safety plan • equipment status and condition monitoring • requirements for measurement of temperature over time.
Remedial actions may involve:	• food safety plan • product specifications • reporting requirements for out-of-temperature stocks.
Emergency procedures may include:	• following OHS policies and guidelines • plant shutdown procedures both routine and non-routine • start-up procedures.

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Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC502C Produce technical reports on seafood processing systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves producing accurate flow diagrams detailing the sequence of activities employed in commercial processing or manufacturing of seafood products. It includes the need to consider regulations impacting on the way food is manufactured and to analyse specific activities on the basis of chemical, physical, microbiological and energy considerations relating to product specifications. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Produce detailed process flow diagrams	1.1. Flow diagrams are produced in a form consistent with product specifications, including clearly defined commencement and conclusion points. 1.2. Flow diagrams are processed, utilising consistent symbols and language. 1.3. ***Processing activities requiring control*** are nominated on the flow diagram with tolerances clearly identified. 1.4. Inputs into the process are clearly identified on the diagram.
2. Identify and quantify ***energy requirements***	2.1. Analyses of processing systems are produced to determine energy efficiency.

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ELEMENT	PERFORMANCE CRITERIA
at relevant stages of the production process	2.2. Conclusions from analyses are used to review processing parameters.
3. Determine ***microbiological factors*** relating to the production process	3.1. Reports are prepared to justify the inclusion of each microbiological parameter of the product specification. 3.2. Microbiological specifications for raw materials outline the consequences of non-conformance. 3.3. Reports identify all stages in the process which have microbiological implications.
4. Define ***chemical and physical aspects*** of the production process	4.1. Reports are prepared to justify the inclusion of each chemical and physical parameter of the product specification. 4.2. The chemical and physical specifications for raw materials outline the consequences of non-conformance. 4.3. Reports identify all stages in the process which have chemical and/or physical implications.
5. Determine ***packaging and storage conditions*** required for seafood product	5.1. Reports detailing the parameters for product packaging are prepared. 5.2. General and specific product storage parameters or requirements are identified. 5.3. Packaging and/or storage parameters match the product specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• collecting, recording and analysing data • communicating technical requirements to staff in an understandable format • communicating with work teams and managers • coordinating activities, supplies and processes • giving attention to detail • identifying and monitoring critical control points

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REQUIRED SKILLS AND KNOWLEDGE
• identifying skill gaps in processing activities • interpreting regulations, standards and specifications • optimising a range of processing equipment • planning, including production planning • solving problems • scheduling tests. **Literacy skills used for**: • compiling reports • completing complex forms • interpreting technical documents/publications • reading and interpreting information, including specifications, standards and regulations • recording and interpreting data. **Numeracy skills used for**: • calculating averages and/or percentages • calculating production data • calculating temperature and other thermal requirements • estimating time, volume, flows and pressures • estimating safe working loads.
Required knowledge
• corrective actions allowable within the requirements of the enterprise food safety plan • production and processing systems consistent with the scale of the enterprise • production and process planning and organisation consistent with the scale of the enterprise • product quality parameters described by the enterprise food safety plan and any relevant regulations, including those for food product, packaging, labelling and storage • species typically processed by the enterprise.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • analyse the operation of a production unit and to develop recommendations to improve the volume and quality of outputs against product specifications, as well as satisfying the needs of the enterprise OHS policies and the requirements of food safety regulations. Assessment must confirm knowledge of: • requirements of HACCP and the food safety plan • enterprise OHS policy and procedures • process parameters, including safe working practices, food safety and environmental requirements • the energy consumption of current and alternative process methods • causes of product contamination and/or cross-contamination • significance of, and methods for, controlling contamination within the process • production scheduling, batch or recipe instructions, specifications and identifying process control points • equipment operational parameters • process control instrumentation • sampling and test schedules • cleaning and sanitation schedules • routine preventative maintenance requirements • documentation, recording and reporting requirements • enterprise product specifications.
Context of and specific resources for assessment	Worksites used for assessment must comply with relevant legislation, industry standards and/or practices. Equipment used should be representative of that used in the workplace. Procedures and documentation used should be those which would be used typically in the workplace. Compliance with statutory OHS, food safety, export/import inspection, hygiene and/or environmental requirements relevant to the seafood industry should be

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EVIDENCE GUIDE	
	emphasised. Resources may include: • cleaning and sanitation schedules • enterprise standard operating procedures (SOP's), including corrective actions and material safety data sheets (MSDS) • equipment representative of that used in the workplace • food safety and other relevant technical standards, including microbiological data • procedures and documentation used typically in the workplace • process documentation • product specifications, control points and processing parameters.
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • workplace documentation, including technical reports • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• ESD principles, environmental hazard identification, risk assessment and control • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature

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RANGE STATEMENT	

	control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • poaching, trespass and theft
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment
	  • use of firearms
	  • use of utilities, including water, natural gas, electricity and sewage
	  • water or land lease, tenure or ownership and use
	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard

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RANGE STATEMENT	
	and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products

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RANGE STATEMENT	
	• HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling the use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified organisms and live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use and introducing

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RANGE STATEMENT	
	alternative energy sources.
Processing activities requiring control may include:	• energy efficiency of the process • enterprise HACCP plan • product specifications • skills required to process product to the required specification • the requirements of food safety standards.
Energy requirements may include:	• component composition • heat/energy efficiency • heating/cooling rates • material temperature • product or material flow rate • storage conditions required for finished product.
Microbiological factors may include:	• the measurement of pathogenic and spoilage microorganisms present in seafood and the processes for maintaining safe levels during all processing stages.
Chemical and physical aspects may include:	• determining the presence or absence of chemical contaminants • methods to exclude physical contamination • temperature and other environmental conditions necessary to ensure food safety • the enterprise HACCP plan.
Packaging and storage conditions may include:	• customer requirements • enterprise capacity to accommodate finished product • food standards and other technical standards • importing or exporting country requirements • product specifications • regulations relating to labelling and/or packaging.

Unit Sector(s)

Unit sector	Seafood processing

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC503C Analyse seafood packaging requirements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves analysing the role that packaging plays in the marketability of seafood to consumers or commercial customers and in nominating packaging solutions which maximise marketability while conforming to particular product requirements. The unit includes consideration of factors which impact on the choice of packaging media, including characteristics of closure systems, print processes and inks, pre-packaging operations required and an evaluation of post-packaging operations, including handling, warehousing and distribution considerations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine market perceptions to a suitable range of packaging forms	1.1. Sales data is analysed to determine market sensitivities to particular packaging forms. 1.2. Analysis of results is used to identify preferred packaging form. 1.3. Preferred packaging form is assessed for consistency with product specification and/or statutory requirements.
2. Analyse the ***characteristics of packaging*** forms	2.1. The ***physical barrier and inertness*** characteristics of packaging materials are analysed. 2.2. The ***analysis of materials*** is compared to product specifications to determine appropriate solutions. 2.3. ***Closure systems*** are proposed which conform to product specification, tamper resistance

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ELEMENT	PERFORMANCE CRITERIA
	requirements and customer preference. 2.4. Print processes and inks are nominated according to product specification. 2.5. Processes involved in ***pre-packaging*** are evaluated to determine equipment and/or resource requirements. 2.6. A packaging solution for the nominated product is formulated for approval.
3. Implement packaging solutions for nominated products	3.1. A plan for the implementation of the packaging solution is developed. 3.2. Processing plans are modified or adjusted to incorporate new packaging requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• collecting, treating and disposing of waste generated by packaging operations • communicating with stakeholders, including customers, work teams and management • controlling temperature to ensure requirements for packaging materials and/or packaged product are being met • determining logistics for the physical movement of packaging materials and packaged product • developing packaging schedules • giving attention to detail • identifying occupational health and safety (OHS) hazards, carrying out risk assessment and applying hierarchical controls • locating, interpreting and applying relevant information to determine preferred packaging forms • planning • processing requirements, including quality and legal requirements for packaged product, identification of weight, date codes and other labelling requirements, printing standards and documentation • solving problems.

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REQUIRED SKILLS AND KNOWLEDGE
Literacy skills used for: • compiling reports • preparing detailed procedures and specifications • preparing technical reports • reading and interpreting food standards and other technical standards • reading and interpreting production specifications • reading and interpreting technical specifications. **Numeracy skills used for**: • calculating production data • estimating costs • estimating volume • formulating design criteria • recording production data.
Required knowledge
• identification of packaging requirements from product specifications • packaging equipment purpose and operation, including the operating principles of common packaging equipment, such as fill and seal, cartoning, labelling, vacuum sealing, heat shrink wrapping and/or palletising • purpose and principles of packaging methods • relationships between packaging methods or processes and other processing operations • risk of product contamination from incorrect use and/or storage of packaging and packaging consumables • stacking or packaging specifications, procedures and operating parameters.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • determine the packaging requirements for seafood product and to propose solutions which satisfy the range of technical and regulatory requirements. Assessment must confirm knowledge of: • costings for new packaging methods • packaging parameters from product specifications • packaging specifications, control points and operating parameters • load-shifting equipment requirements • management of food safety requirements • OHS requirements • printing, labelling and/or marking requirements • relevant protective clothing and/or equipment • the physical packaging, packing and stacking equipment requirements • treatments for the disposal of wastes generated by packaging operations.
Context of and specific resources for assessment	Assessment may be conducted in the workplace or in a simulated work environment. Resources may include: • access to enterprise expertise in production, engineering and costing • access to off-site facilities to view alternative packaging processes • enterprise policy relating to the control and disposal of wastes • enterprise product specifications • food safety and other relevant technical standards • HACCP plan • OHS policy and procedures • packaging and labelling regulations and/or requirements.
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • workplace documentation

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EVIDENCE GUIDE	
	• written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes, other customer requirements
	  • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).

Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products

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RANGE STATEMENT	
	• equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and re-call • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling the use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing stock health and welfare, especially for handling, holding, transport and slaughter • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions

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RANGE STATEMENT	
	• planning environmental and resource efficiency improvements • preventing genetically modified organisms and live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use and introducing alternative energy sources.

Characteristics of packaging may include:	• cost-effectiveness
	• decoration
	• ease of use
	• label content
	• tamper proof
	• type:
	  • aluminium
	  • co-extruded structures
	  • flexible plastics
	  • glass
	  • laminated
	  • paper and board
	  • recycled or reused materials
	  • regenerated cellulose
	  • rigid plastics
	  • steel.

Physical barriers and inertness may include:	• chemical inertness • gas transmission rate • lipid resistance • water vapour transmission rate.
Analysis of materials may include consideration of:	• impact strength • folding resistance • light stability • recyclability of wastes • special equipment requirements • tear strength • temperature tolerance • tensile strength.
Closure systems may include:	• crown cap • plug seal

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RANGE STATEMENT	

	• seals:
	  • adhesive
	  • heat
	  • pressure
	• wrap:
	  • shrink
	  • stretch.

Pre-packaging may include:	• aesthetic or decorative treatments • chilling • counting • freezing • in-pack heat treatment • maturation • retorting • volume dispensing • weighing.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC504C Design and manage a product recall

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency describes the activities involved in product recall decision making, and managing the processes involved in accepting and disposing of recalled product in the event of a seafood emergency. It also involves the recognition of activities relating to the withdrawal of products that are found to be an unacceptable risk, such as might be represented by those items recalled/returned in the course of normal production, and low-risk situations, such as product returned for re-processing or re-packaging. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Gather evidence to determine advisability of ***product recall***	1.1. Information and/or inputs from production, regulators or customers are monitored to ensure ***conformance with specifications***. 1.2. Non-conformance is analysed and a risk assessment conducted to determine source of problem and potential outcome. 1.3. Non-conformance of a scale to warrant recall action is reported to appropriate personnel/agencies. 1.4. Decision to recall product is taken in a timely manner. 1.5. Protocol for ***engaging the media*** during the recall is developed and agreed between the ***relevant parties***.

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ELEMENT	PERFORMANCE CRITERIA
2. Manage recall process and associated record keeping	2.1. Protocol for acceptance of recalled product is developed and agreed between the relevant parties. 2.2. The need for, and level of, ***isolation*** of returned product is communicated to all personnel. 2.3. Accurate records of current stocks and returned product are maintained throughout recall period. 2.4. Records are stored according to third-party requirements.
3. Oversee re-introduction, disposal and/or destruction of recalled product	3.1. Returned product is isolated from current stocks, product or facilities in a manner consistent with the level of recall. 3.2. ***Disposal or destruction processes*** are implemented according to third-party procedures.
4. Conduct post-recall review	4.1. A review encompassing all aspects of recall is initiated. 4.2. A comprehensive report identifying source of problem is prepared. 4.3. Recommendations to prevent re-occurrence are developed and forwarded to appropriate personnel/agencies.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating food standards to staff • communicating with management and other key stakeholders • discriminating between the need to recall food product in the normal course of business and a recall based on a serious public health risk • implementing recall measures in a timely manner • maintaining relationships with clients and customers during the course of a product recall • maintaining safe working practices in an emergency setting • managing media contact • managing own work and that of work teams while under close scrutiny

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REQUIRED SKILLS AND KNOWLEDGE
• sorting, collecting, treating, disposing and/or recycling of returned product or wastes. **Literacy skills used for**: • analysing reports to determine improvements • preparing reports • recording and reporting information • reading and interpreting food standards and recall protocols • writing media releases • using records for traceability. **Numeracy skills used for**: • calculating volumes • estimating time including use-by-dates and product shelf life • reading and analysing production data.
Required knowledge
• causes and effects of contamination and cross-contamination and corrective actions required • procedures for recall and/or return of product in the normal course of business • quality assurance principles and practices • procedures to handle food recalls required by Australian Food Standard 3.2.2 *Food Safety Practices and General Requirements*, or its successor standard • roles and responsibilities of stakeholders in a product (emergency) recall • state, territory or national health agency requirements for notification in the event of a food recall • work instructions relating to relevant processing tasks • workplace hygiene and sanitisation policies and procedures • work team dynamics and leadership.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • design and manage a product recall which addresses both the day-to-day needs of the food business, and an emergency recall situation which will involve cooperation and communication with numerous external agencies. Assessment must confirm knowledge of: • establishment and handling of media relationships during the course of a product recall • legal and financial issues relevant to the recall of food product • media involvement in emergency situations • procedures to handle food recalls required by Australian Food Standard 3.2.2 *Food Safety Practices and General Requirements*, or its successor standard • product recall documentation, recording and reporting requirements • requirements of the enterprise food safety plan • sampling and test schedules • the Food Business Priority Classification System.
Context of and specific resources for assessment	Procedures and documentation used in an assessment should be typical of those used in the workplace for recalls/returns undertaken in the normal course of business. In the case of emergency recalls a set of documents, which may be untested but which satisfy the relevant requirements, may be used. Resources may include: • access to supervisors and or peers • documentation relating to past (recall) events • enterprise food safety plan • enterprise policy and procedures for the return and/or recall of product • food recall protocols • relevant standards.

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EVIDENCE GUIDE	
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • workplace documentation • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, licensing and other compliance requirements may include:	• ESD principles, environmental hazard identification, risk assessment and control
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• land, buildings and vehicles:
	  • road laws for use of motor vehicles, bikes, trucks and other transport equipment
	  • use of utilities, including water, natural gas, electricity and sewage
	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration,

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RANGE STATEMENT	
	licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • OHS hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling technique, including manual handling, and the handling and storage of hazardous substances

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RANGE STATEMENT	
	• safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling the use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification,

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RANGE STATEMENT	
	risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified organisms and live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use and introducing alternative energy sources.
Product recall may:	• be from wholesalers retailers and/or consumers • impose special transport and/or storage requirements • include withdrawal due to product defect, pending further investigation • need to conform to the food standards code or be in response to the seafood emergency plan • include recall of product due to hazard to consumers.
Conformance with specifications may include:	• food product life cycles • food recall protocols • food standards code.
Engaging the media may include:	• authority for initiating contact or responding to approach by media • liability considerations to the enterprise • nature of recall (i.e. voluntary or compulsory).
Relevant parties may include:	• importer of raw materials used in the recalled product • insurers • legal advisers (own and others) • manufacturer of raw materials or end-product • police in the event of an extortion or an attempted extortion

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RANGE STATEMENT	
	• recall sponsor which may include state or territory health authorities • suppliers relevant to the recall.
Isolation may:	• be undertaken with supervision by health authority • require a central collection site • include risk of contamination of manufacturing or storage facility.
Disposal or destruction processes may include:	• environmental requirements or obligations • food industry recall protocol.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC601C Establish costs and/or conditions for sale of seafood product

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves identifying and interpreting cost factors, and reviewing and determining costing methods. It also involves identifying the assessment of internal and external factors that might impact on supply decisions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***food safety and hygiene regulations and procedures***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify ***cost factors*** impacting on supply of seafood product	1.1. Cost factors related to the enterprise are determined. 1.2. An historical perspective is applied to ensure accuracy and reliability of the information generated.
2. Review enterprise ***costing methods***	2.1. ***Costing options*** for raw materials are reviewed. 2.2. Costing options for direct and indirect labour are reviewed. 2.3. Costing options for overheads are reviewed. 2.4. Processing cost options developed are relevant to the nature and extent of operations. 2.5. Options for controlling cost elements are reviewed. 2.6. Volume, price, profit and projections are assessed against costing options. 2.7. Quality assurance factors are reviewed in terms of impact on costing decisions.
3. Identify and assess internal and external factors impacting on pricing decisions	3.1. Profit goals and return on investment objectives established in overall business plans are assessed. 3.2. Cost, volume, price, profit relationships and projections are assessed in relation to pricing decisions. 3.3. Competitors' prices are assessed in terms of the

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ELEMENT	PERFORMANCE CRITERIA
	implications for pricing decisions. 3.4. Pricing strategy options are assessed in relation to competition for similar products and/or services, market penetration and comparable product pricing. 3.5. Customer demand is analysed in relation to pricing decisions, and quality and value expectations. 3.6. Quality assurance factors are reviewed 3.7. Product and/or service design, distribution and promotion factors are examined and assessed. 3.8. Regulatory and compliance factors are assessed.
4. Determine conditions for the provision of the product and/or service	4.1. ***Terms of sale and payment conditions*** that may impact upon the price of products and/or services are determined within relevant consumer legislation. 4.2. Conditions relating to provision of the whole or part of the products and/or services are developed and clearly identify the nature and extent of products and/or services provided. 4.3. Agreed variation to the terms of product and/or service provision are determined and formally communicated in a form and manner that ensures that there is no misunderstanding of the nature, extent and price of the products and/or services provided.
5. Formulate prices for the provision of product and/or service	5.1. Options developed for communicating retail product and/or service price are relevant for the product and/or service. 5.2. Options developed for communication of business to business product and/or service price information are relevant. 5.3. The form for communicating estimates for product and/or service pricing information to customers or clients are consistent with the formality and legal nature of the business transaction. 5.4. Estimates clearly communicate the conditions and prices for the provision of products and/or services. 5.5. Methods are developed and implemented to record pricing information, estimates and quotations communicated to clients, and client acceptances of pricing, estimate, and quotation terms.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assessing seafood quality against customer specifications • applying product knowledge • calculating product costings • communicating procedures, standards and regulations in the workplace • communicating with stakeholders, including customers, colleagues and/or regulators • gathering market intelligence • giving attention to detail • identifying and describing seafood species by quality characteristics, yield and food safety parameters • maintaining business relationships • planning work to meet objectives • solving problems • undertaking business and strategic planning • using technology. **Literacy skills used for**: • completing complex forms • identifying and tracing product • reading and interpreting enterprise procedures • reading and interpreting technical standards and regulations • reading and writing complex correspondence. **Numeracy skills used for**: • calculating cost structures • calculating extensions of weight and price, including totals • converting between currency using foreign exchange rates • estimating costs, margins, percentages.
Required knowledge
• commercial terms and conditions operating within the seafood industry, including those relevant to import and export of seafood product • enterprise procedures for the establishment of new clients and the maintenance of an existing client base • food safety standards, in particular, the requirements of storage, transport and

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REQUIRED SKILLS AND KNOWLEDGE
distribution • procedures and processes for defining product quality and developing product specifications • regulations affecting the purchase and supply of seafood product • the cost structures operating within the enterprise in particular, and the industry generally.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • perform tasks necessary to determine the cost factors impacting on the enterprise, develop commercial conditions which will enhance the enterprise and confirm those conditions with clients. Assessment must confirm knowledge of: • demand curves for the species or season • developing projections for cost, volume and profit • food safety and other relevant requirements • industry and/or competitor pricing strategies • market expectations • options for reducing input costs • processing options • product specifications • quality assurance factors which impact on costs • standard terms and conditions accepted for the industry or sector • the range of historical data relevant to the enterprise costing structure.
Context of and specific resources for	Assessment is to be conducted in the workplace or in a

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EVIDENCE GUIDE	
assessment	simulated work environment. Resources may include: • access to enterprise personnel for confirmation of costing data • details of (seafood) resource availability • examples of customer specifications • samples of contracts for supply.
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • workplace documents, such as data, calculations and reports • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody

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RANGE STATEMENT	

	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• occupational health and safety (OHS) hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer requirements
	  • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).

Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export

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RANGE STATEMENT	
	Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and re-call • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
Costs factors may include:	• direct • fixed • indirect • overhead • period • product • variable.
Costing methods may include:	• direct labour costs • direct labour hours • machine hours • materials • overheads • work in progress.
Costing options may include:	• external suppliers • inventory • labour • machine hours • materials • overheads

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RANGE STATEMENT	
	• process costing • service costing • specialised requirements.
Terms of sale and payment conditions may include:	• bank draft • cash • credit • credit cards • discounts (e.g. prompt payment, volume discount and trade discount) • EFTPOS • letter of credit.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC602C Plan and manage seafood and related product concept development

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves the activities needed to determine the feasibility, or otherwise, of a seafood product concept and the development of concepts to the stage where objective judgements can be made regarding viability. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***food safety and hygiene regulations and procedures***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and prioritise new seafood product concepts	1.1. Product concept ***ideas*** are sourced and prioritised. 1.2. ***Priorities for product concept development*** are agreed and ***authority to proceed*** secured. 1.3. Opportunities to ***improve product concept planning*** are identified and implemented.
2. Identify constraints to product concept development	2.1. ***Constraints*** to product concept development are identified and solutions developed with staff and customers to optimise performance. 2.2. Strategies to overcome constraints are identified, agreed to by customers and relevant personnel, and implemented.
3. Manage seafood product concept development to achieve set objectives	3.1. Methods and processes utilised in the development of product concept are recorded accurately. 3.2. Integrity of product concept is managed to ensure conformance with statutory requirements. 3.3. Ingredients used in product concept development are fit for intended commercial processes. 3.4. Staff skills are evaluated against product concept plan requirements and training and support provided, where necessary.

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ELEMENT	PERFORMANCE CRITERIA
	3.5. Results of managing product concept developments are made available to ***interested parties*** within agreed timeframes. 3.6. Documentation relating to product concept development is accurate and complete. 3.7. Broad costs are estimated based on trial use of raw materials, estimated yields and ingredients.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• collecting, recording and analysing data • communicating with work teams and/or management • conducting production trials • costing • interpreting regulations, standards, sales and production information • planning • prioritising tasks and giving appropriate attention to detail • solving problems • developing specifications • training staff. **Oral and written workplace communication skills used for**: • communicating results to interested groups • compiling reports • preparing specifications or procedures • reading and interpreting information • recording data. **Numeracy skills used for**: • calculating production data • compiling feasibility data • developing pricing data.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• food and other relevant legislation applicable to the product • food handling and storage systems • occupational health and safety (OHS) requirements • product development methodology • quality systems and Hazard Analysis Critical Control Point (HACCP).

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • perform tasks necessary to take a product concept through the development stages which enable decisions to be taken regarding commercial viability, and to identify factors which will impact on routine production should the concept be adopted. Assessment must confirm knowledge of: • analysis techniques relevant to production and/or process viability • enterprise guidelines for new product development • enterprise production capacity and capability • Food Business Classification criteria relating to any change of risk status • food safety requirements • relevant standards which may impact on the development of a food product.
Context of and specific resources for assessment	Assessment may be conducted in the workplace or in a simulated work environment.

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EVIDENCE GUIDE	
	Resources may include: • access to enterprise expertise in costing, accounting, production and/or engineering • access to equipment and/or facilities relevant to testing or trialling concepts • enterprise processing and/or production specifications • food safety and other relevant standards • historical production data and records as appropriate.
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • workplace documents such as data, calculations, reports • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, licensing and other compliance requirements may include:	• ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, HACCP, hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and

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RANGE STATEMENT	

	importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer requirements
	  • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).

Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders

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RANGE STATEMENT	
	• handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
Ideas may be derived from:	• competitors • conferences • customers (e.g. internal or external) • literature searches • product benchmarking • recipes • trade shows and exhibitions.
Priorities for product concept development may be influence by:	• management • marketing feedback • resource availability • sales.
Authority to proceed may come from:	• business partners • customers • enterprise board • senior management.
Improve product concept planning through:	• costs • output • quality • timing.
Constraints may include	• costs

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RANGE STATEMENT	
availability and/or performance of:	• equipment • importing country requirements • personnel • product • raw materials • regulation/legislation • skills.
Interested parties may represent:	• accounting • customers and suppliers • engineering • marketing • packaging • production • quality • sales.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC603C Develop and manage seafood and related product production trials

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves gathering material, equipment and personnel to ensure that production trials match realistic processing expectations. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather information relating to the trial of a new product	1.1. ***Expectations*** relating to production trials are canvassed and agreed. 1.2. Agreed expectations are incorporated into a production plan for the trial. 1.3. Raw material specifications are assessed against the desired outcomes of the production trial.
2. Develop and implement ***plans*** for the trial production	2.1. Ingredients for trial are arranged or assembled to facilitate the production trial. 2.2. Arrangements for availability of equipment and personnel are developed and agreed. 2.3. Appropriate staff training is conducted. 2.4. ***Constraints*** to production trials are identified and solutions developed and implemented. 2.5. Arrangements for ***testing*** and/or laboratory facilities during the trial are developed. 2.6. Documentation relating to trial productions is completed accurately.
3. Produce new product	3.1. New product is produced under trial conditions

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ELEMENT	PERFORMANCE CRITERIA
under trial conditions	within agreed timeframes. 3.2. Trial product quantity is consistent with realistic production volumes. 3.3. ***Opportunities to improve product*** revealed during trial are identified and implemented to optimise use of equipment/personnel. 3.4. Production trial complies with relevant legislation and enterprise requirements.
4. Analyse and record results of production trial	4.1. Results of production trial are assessed against original expectations and product specifications, and communicated to all interested parties. 4.2. Documentation related to production trial is completed accurately. 4.3. Production costs based on the trial are assessed and communicated to interested parties. 4.4. Limitations, improvements and modifications are identified and communicated to all interested parties.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• collecting, recording and analysing data • communicating trial information with work teams and managers • coordinating activities, supplies and processes • identifying and monitoring critical control points • identifying skill gaps in processing activities • interpreting regulations, standards and specifications • optimising a range of processing equipment • planning • prioritising tasks and giving appropriate attention to detail • scheduling tests • solving problems • training staff.

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REQUIRED SKILLS AND KNOWLEDGE
Literacy skills used for: • compiling reports • completing complex forms • interpreting technical documents/publications • reading and interpreting information • recording and interpreting data. **Numeracy skills used for**: • calculating averages and/or percentages • calculating production data • estimating safe working loads • estimating time, volume, flows and pressures.
Required knowledge
• Hazard Analysis Critical Control Point (HACCP) and food safety systems • product development methodology • production planning • seafood quality, handling and preservation methods.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • perform tasks necessary to take a new product concept and develop a plan for production trials, and to implement and manage trials for the purpose of gathering sufficient data to confirm production viability. Assessment must confirm knowledge of:

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EVIDENCE GUIDE	
	• analysis techniques • enterprise expectations of new product and initial specifications • enterprise standard operating procedures (SOPs) • food safety requirements, including HACCP • laboratory test facilities relevant to the product being trailed • location and availability of raw material inputs • location and availability of sufficient storage capacity for product generated during trials • relevant standards which impact on the new product.
Context of and specific resources for assessment	Assessment may be conducted in the workplace or in a simulated work environment. Resources may include: • access to enterprise expertise in production, processing and/or engineering • enterprise HACCP plan • enterprise SOPs • equipment and/or facilities suitable to the scope and scale of the trial • food safety and other relevant standards • relevant product specifications • sufficient product or raw material to reflect a commercial quantity for the trial.
Method of assessment	The following assessment methods are suggested: • interview • project (work or scenario based) • workplace documents, such as plans, data, evaluations and reports • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, licensing and other compliance requirements may include:	• ESD principles, environmental hazard identification, risk assessment and control
	• food safety, HACCP, hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• occupational health and safety (OHS) hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)

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RANGE STATEMENT	
	• correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency

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RANGE STATEMENT	
	improvements • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use and introducing alternative energy sources.
Expectations may include:	• cost factors • enterprise product specifications • quality parameters • requirements of food safety and other relevant standards • volume deemed necessary to provide reliable data.

Plans may include:	• detailing:
	  • charts
	  • equipment
	  • personnel
	  • records.

Constraints may include:	• availability of:
	  • budgets
	  • equipment
	  • out-of-hours operation
	  • raw material
	  • suitably skilled personnel.

Testing may include:	• availability of suitable quantities of product to facilitate realistic testing • quality parameters • test equipment and/or facilities required.
Opportunities to improve product may include:	• improvements to quality • increased output • opportunities to reduce costs.

Unit Sector(s)

Unit sector	Seafood processing

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC604C Plan and develop formulations and/or specifications for new seafood product

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves developing, documenting and applying new production information. This may refer to formulations and specifications to modify production processes, the selection and purchasing of raw materials and to ensure compliances with relevant food safety requirements. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Gather and collate information regarding food and related product specifications	1.1. ***Information related to new product*** specification is sought from production trials and/or laboratory tests. 1.2. Existing specifications relating to new product components and/or process are collated and confirmed. 1.3. End user requirements for specification/formulations are confirmed.
2. Plan development of final formulation to achieve results within agreed timeframe	2.1. ***Requirements for development*** of final formulation are established from product specifications and confirmed. 2.2. Ingredients and/or processes required to produce product to profile are identified, costed and confirmed. 2.3. Consistency of ingredient supply against

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ELEMENT	PERFORMANCE CRITERIA
	specifications is confirmed. 2.4. Constraints to formulation planning are identified and solutions proposed to minimise delay. 2.5. Documentation of formulation is completed.
3. Finalise and publish formulations and/or specifications	3.1. Product formulation and specifications are clear, accurate and convey information critical to reproduction of product. 3.2. Information regarding formulation and preparation of product is concise, accurate and in a format which meets ***customer needs***. 3.3. Customers are canvassed to ensure product developed from formulation meets specifications and/or requirements. 3.4. Formulation and/or specifications developed meet relevant requirements.
4. Record formulations and product specifications	4.1. Product formulations and specifications are maintained and authorised changes are accurate and implemented in a timely manner. 4.2. Publishing and maintenance of formulations and/or specifications are correctly completed. 4.3. Personnel affected by changes in formulations or specifications are informed within timeframes which optimise efficiency of performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• collecting, recording and analysing data • communicating with work teams, managers and/or customers • identifying control points in accordance with enterprise food safety plan • identifying suitable components and/or ingredients to match product specifications • interpreting information from production trials, laboratory tests, standards and/or raw material specifications • optimising processing and/or production equipment or facilities • prioritising tasks and giving appropriate attention to detail

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REQUIRED SKILLS AND KNOWLEDGE
• solving problems. **Literacy skills used for**: • addressing cultural issues in written materials • reading and interpreting information • recording and interpreting data • writing formulations and/or technical specifications. **Numeracy skills used for**: • calculating averages and percentages • calculating volume, time and relationship between temperature, pressure and flow • estimating costs.
Required knowledge
• allowable additives and basic food chemistry • enterprise product costing methodology • food regulations pertaining to the product • food safety requirements and microbiology • Hazard Analysis Critical Control Point (HACCP) and the enterprise food safety plan • material safety data sheets (MSDS) information, and how to access • requirements of a product specification.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • manage formulations and/or specifications to ensure continuing conformance with any change to regulations or food safety standards which may affect

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EVIDENCE GUIDE	
	the product • perform tasks necessary to develop formulations and/or specifications for a seafood product from information sought or supplied, and to present the information in a manner which supports the integrity of the finished product. Assessment must confirm knowledge of: • enterprise expectations of the new or revised product • food safety requirements, including HACCP planning needs • relevant standards • enterprise standard operating procedures (SOPs) • location and use of MSDS • location, availability and suitability of raw material inputs • special language needs of the workforce.
Context of and specific resources for assessment	Assessment may be conducted in the workplace or in a simulated work environment. Resources may include: • access to enterprise expertise in production, processing and/or engineering • enterprise HACCP plan • enterprise SOPs • food safety and other relevant standards • MSDS • product costing information sufficient to confirm relevant aspects of assessment • relevant data/information from production trials and/or laboratory tests.
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • workplace documents, such as logs, calculations and reports • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations**, **licensing and other compliance requirements may include:	• ESD principles, environmental hazard identification, risk assessment and control
	• food safety, HACCP, hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• occupational health and safety (OHS) hazard identification, risk assessment and control

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RANGE STATEMENT	

	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer requirements
	  • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).

Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing, controlling and treating effluents, chemical residues, contaminants, wastes and

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RANGE STATEMENT	
	pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use and introducing alternative energy sources.
Information related to new product may come from:	• a need to address new quality standards • customer requests • external sources • MSDS • new product concepts • pre-production trials.
Requirements for development may include:	• training needs • marketing considerations • meeting OHS and food safety regulatory requirements • packaging production • production planning • selection of suppliers • supply of raw materials.
Customer needs may include:	• formulation data and specifications, and preparation instructions for internal staff • information in a format understood by staff • specific country labelling requirements.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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SFIPROC606C Develop and implement energy control systems in seafood processing environments

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves monitoring of energy systems utilised in seafood processing and the processes by which improvements in energy efficiency might be identified and implemented. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop ***criteria for control of energy*** to be used in the production process	1.1. Information regarding current energy usage is compiled and analysed to identify opportunities to achieve savings. 1.2. Suggestions for the control of energy usage are canvassed and collated. 1.3. ***Potential benefits*** to the enterprise are assessed and data collated in an agreed format. 1.4. Energy control criteria are developed to achieve energy efficiency and communicated to affected personnel.
2. ***Implement and maintain energy control systems***	2.1. Energy control system is implemented to achieve maximum energy savings. 2.2. Data relating to energy usage is gathered and collated in a format which enables interpretation. 2.3. Energy system is monitored to ensure continuing

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ELEMENT	PERFORMANCE CRITERIA
	effectiveness of control systems.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• applying cost-benefit analysis • collecting and analysing data and reporting on energy efficiency • communicating with work teams and managers • monitoring, recording and reporting on use of energy in the production process • prioritising tasks and giving appropriate attention to detail • solving problems. **Literacy skills used for**: • compiling reports • interpreting complex technical information • preparing detailed procedures, specifications and/or contracts • preparing detailed technical reports • recording data. **Numeracy skills used for**: • calculating energy usage • estimating costs • formulae for design criteria (e.g. flows, temperature and pressure) • reading and interpreting data recording devices.
Required knowledge
• cost-benefit analysis principles • energy management and control systems • methods and principles of energy generation.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • perform tasks necessary to optimise the use of all forms of energy in the processing or production activities of the enterprise, and to monitor developments with a view to achieving energy efficiency. Assessment must confirm knowledge of: • corrective actions to maintain temperature control in energy emergency • cost-benefit analysis methods to review alternative energy systems • energy management and control systems development • in-process tests to monitor energy performance • plant, process and personal safety requirements • preventative maintenance requirements to maximise energy performance • set-up, start-up and operating parameters for energy generation and/or ancillary plant used in the production process • start-up, shutdown and emergency procedures • the generation of workplace data to identify energy use and/or requirements.
Context of and specific resources for assessment	Assessment may be conducted in the workplace or in a simulated work environment. Resources may include: • access to enterprise expertise in production, processing, engineering and cost control • data recording devices • enterprise standard operating procedures (SOPs),

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EVIDENCE GUIDE	
	work instructions and relevant specifications • equipment and facilities suitable for the monitoring or measurement of energy usage • equipment set-up, start-up and shutdown procedures • food safety, HACCP and other standards relevant to temperature control and/or process requirements • historical data relating to enterprise energy use.
Method of assessment	The following assessment methods are suggested: • project (work or scenario based) • workplace data • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, licensing and other compliance requirements may include:	• ESD principles, environmental hazard identification, risk assessment and control
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • use of utilities, including water, natural gas,

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RANGE STATEMENT	
	electricity and sewage • land lease, tenure or ownership and use • business or workplace operations, policies and practices: • commercial law, including fair trading and trade practices • consumer law • corporate law, including registration, licensing and financial reporting • disability policies and practices • equal opportunity, anti-discrimination and sexual harassment • industrial relations and awards, individual employment contracts and share of catch agreements • jurisdictional variations • superannuation • taxation • trade practices • warnings and dismissals • worker's compensation • occupational health and safety (OHS) hazard identification, risk assessment and control • product quality assurance: • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products

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RANGE STATEMENT	
	• HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use and introducing alternative energy sources.
Criteria for control of energy may include consideration of:	• cooling or freezing • electricity • emergency procedures • gas • heat or steam generation • set-up, start-up and shutdown procedures to maximise energy efficiency • solar

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RANGE STATEMENT	
	• water.
Potential benefits may include:	• decreased costs • effective utilisation of equipment • equipment efficiency • increased performance: • performance levels of personnel.
Implement and maintain energy control systems may include:	• manuals • operating procedures • policies and procedures • quality standards • work instructions.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC607C Prepare work instructions for new seafood processing tasks

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves preparing plain English work instructions by defining the benefits and explaining the planning process. It addresses the planning process for developing work instructions for production and process tasks that ensure conformity against product and/or process specifications. Work instructions may be in written form or utilise photographs or illustrations to emphasise a particular characteristic or feature required from the performance of the task. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine the sequential tasks necessary to complete the processing operation	1.1. Individual tasks involved in a processing operation are accurately identified. 1.2. The sequence of tasks is determined to ensure ***efficiency*** is achieved. 1.3. The sequential tasks are consistent with current or ***desired performance***.
2. Write work instructions for the processing tasks	2.1. Work instructions identify key roles and responsibilities. 2.2. Work instructions are prepared using a ***format and language*** consistent with enterprise procedures. 2.3. ***Corrective actions and/or critical control points*** are included in the instruction.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Safe work practices and/or hygiene requirements related to the task are included.
3. Validate written instructions in the workplace	3.1. Written work instruction is tested for consistency with requirements of the product specification and supports performance in day-to-day production settings. 3.2. Written work instruction is trialled with personnel to confirm clarity and language is appropriate to literacy needs. 3.3. Written work instruction is confirmed by appropriate personnel as meeting OHS and hygiene requirements. 3.4. Written work instruction is amended, as necessary, based on feedback from validation activities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• collecting, recording and analysing data • communicating with work teams and management • communicating complex technical information to culturally diverse staff • operating equipment within parameters • interpreting product specifications, standards and production information • planning • prioritising tasks • solving problems • performing discrete tasks within the processing operation. **Literacy skills used for**: • compiling reports • interpreting complex technical specifications or data • preparing detailed specifications, procedures and work instructions • reading and interpreting information

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REQUIRED SKILLS AND KNOWLEDGE
• recording and analysing data • reporting progress and technical information. **Numeracy skills used for**: • calculating time and other production data • estimating volume, mass and weight • gathering and recording data • preparing technical reports.
Required knowledge
• communication techniques appropriate for culturally diverse workforce • Hazard Analysis Critical Control Point (HACCP) and food safety plan • OHS requirements • methods available to regulate production flows, temperature control and time • product and process specifications • production systems, including corrective actions and control points • validation techniques.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • perform tasks necessary to develop work instructions for a processing task, or for discrete activities within a task, and to validate those instructions in the workplace against the product specification, OHS requirements, and as meeting the learning needs of intended staff. Assessment must confirm knowledge of: • enterprise standard operating procedures (SOPs)

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EVIDENCE GUIDE	
	• HACCP planning • optimum task 'size' taking into account equipment capacity and the availability and skill level of labour required • product specifications, quality objectives and production parameters • sources of information relating to equipment and personnel capability • special language requirements of the workplace • the manageable tasks capable of completion within the time available and to the requirements of the product specification • the processes for validating instructions covering each stage of the production process • workplace OHS requirements.
Context of and specific resources for assessment	Assessment may be conducted in the workplace or in a simulated work environment. Resources may include: • access to processing or production facilities • enterprise OHS policy • enterprise product specifications • equipment operating parameters • relevant food safety standards • translator or translations of material written in a language other than English • video or other projection equipment for materials not in written form.
Method of assessment	The following assessment methods are suggested: • project writing work instructions (work or scenario based) • workplace documents, such as validation reports • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, licensing and other compliance requirements may include:	• ESD principles, environmental hazard identification, risk assessment and control
	• food safety, HACCP, hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• OHS hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)

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RANGE STATEMENT	
	• correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of personal protective clothing and equipment (PPE).
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products

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RANGE STATEMENT	
	• HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling the use and recycling of water, and managing water quality and quantity • increasing use of renewable, recyclable and recoverable resources • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • minimising noise, dust, light or odour emissions • planning environmental and resource efficiency improvements • preventing genetically modified organisms and live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use and introducing alternative energy sources.

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RANGE STATEMENT	
Efficiency may relate to:	• quality standards • reject and rework limitations • throughput.
Desired performance may relate to:	• food safety standards • improvement in product quality • throughput • workplace OHS.
Format and language may include:	• cultural diversity and/or special language needs of the workplace • photographic illustration to identify particular characteristics • pictograms to demonstrate particular activities.
Corrective actions and/or critical control points may relate to:	• food safety standards • HACCP • product specifications.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC608C Provide practical and/or commercial advice to seafood users

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves providing practical advice on the use of seafood products to commercial/institutional users who might be considering incorporating new species or products within their menus, or users who may have a need to be informed about the particular characteristics and qualities of a species. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***food safety and hygiene regulations and procedures***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect information regarding seafood product	1.1. New or existing ***product applications*** are determined from ***customers***, benchmarking, colleagues and/or literature searches. 1.2. Product knowledge is optimised to capitalise on opportunities to expand market awareness of product. 1.3. ***Advice systems*** are developed or utilised to positive effect.
2. Develop commercial advice suited to the size or scale of the users operation	2.1. Commercial advice developed is accurate, meets customer needs and optimises use of production facilities and raw materials. 2.2. Commercial viability of product is determined and provided to customers on request. 2.3. Recommendations regarding equipment requirements maintain product integrity.
3. Provide advice in a format to suit the needs of the user	3.1. Commercial advice is provided in a format and timeframe to meet the needs of the customer. 3.2. ***Commercially sensitive*** advice is treated as confidential at all times. 3.3. Advice developed is correct and appropriate.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analysing market intelligence to capitalise on opportunities • communicating with work teams, management and customers • communicating verbal information to customers, clients and suppliers • determining cost structures for new products to demonstrate viability • giving appropriate attention to detail • identifying composition or characteristics of a species and/or each of the main ingredients used in a processed product • interpreting product information from standards, regulations, specifications and/or sales information • planning • solving problems. **Literacy skills used for**: • preparing reports • preparing technical information and advice • reading and interpreting food safety and other standards • reading and interpreting specifications, sales and production information • reading and writing correspondence • recording information. **Numeracy skills used for**: • converting currency using foreign exchange rates • estimating costs • estimating margins and/or calculating mark-up • establishing pricing data • interpreting production data • recording numerical information.
Required knowledge
• food safety standards relevant to food business • methods of waste disposal

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REQUIRED SKILLS AND KNOWLEDGE
• principles of product development • product costing methods • production processes • seafood species, including quality characteristics, yield and food safety parameters • storage requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • perform tasks necessary to provide accurate and reliable advice to users of the seafood product and to satisfy the requirements of the enterprise in respect of confidentiality and in the recording of advice given. Assessment must confirm knowledge of: • determination of use-by-dates • development of advice that is easily understandable by end users • factors which may affect shelf life of the product • food safety hazards present in the final transformation of the product • HACCP planning • information systems to develop accurate advice relating to product or process costings • likely causes of product failure • likely changes to product during final preparation or presentation of the product • location of workplace information relating to product specifications • origins of the product, in particular, the catch method and processing timeframe involved

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EVIDENCE GUIDE	
	• preferred handling methods • procedures for re-working or disposing of unacceptable product • processing methods used • relating customer or consumer capabilities with the requirements of the product specification • relevant food safety standards, including those which apply in end users' facilities • requirements for final preparation or presentation of the product, including temperature stability during re-conditioning • requirements for providing advice in a language other than English • storage requirements of the product in relation to time and temperature • test methods used to identify species and/or other ingredients.
Context of and specific resources for assessment	Assessment may be conducted in the workplace or in a simulated work environment. Resources required for assessment: • access to customers or clients to confirm useability of advice generated • access to enterprise expertise in costing, production and/or processing • access to translators or copies of translated materials • descriptive data relating to seafood species • enterprise product specifications • food safety and other relevant standards • historical production and costing data as appropriate.
Method of assessment	The following assessment methods are suggested: • documentation produced for seafood users • project (work or scenario based) • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, licensing and other compliance requirements may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS)

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RANGE STATEMENT	

	and Biosecurity Australia (BA)
	• occupational health and safety (OHS) hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer requirements
	  • third-party certification (e.g. Australian Grown and ISO14001Environmental management systems).

Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
Product applications may include:	• formulations • product demonstrations

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RANGE STATEMENT	
	• recipes • samples • specifications.
Customers may include:	• customers with routine or special requests • end users, including caterers, restaurants, fast-food outlets, dieticians, nutritionists and/or domestic consumers • institutional users • people from a range of social, cultural or ethnic backgrounds • retailers • wholesalers.
Advice systems may include:	• advice sheets • brochures • manuals • verbal advice • websites.
Commercially sensitive may include:	• comparisons with competing or similar products • development strategies • equipment requirements for the adoption of new products • new products undergoing market testing • product or unit costings.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFIPROC609C Monitor the seafood business environment to determine threats and opportunities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency relates to functions involved in providing inputs to strategic management, strategy, formulation, corporate or organisation planning and applies to the evaluation of factors having an impact on the business, monitoring and reporting on trends to inform decision making. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and evaluate ***business factors*** impacting on the organisation	1.1. ***Information*** relating to the immediate business environment is gathered from key informants, opinion groups or technical experts. 1.2. ***Evaluation*** of likely positive and negative impacts on parts or functions of the business is conducted in conjunction with key personnel. 1.3. Evaluation of ***business conditions*** is timely and consistent with optimum strategic management. 1.4. Capability of the organisation to respond effectively to change is analysed and tested.
2. Analyse business threats and opportunities	2.1. Information regarding factors affecting current or potential operations is gathered. 2.2. Strengths, weaknesses, opportunities and threats are identified using analytical techniques. 2.3. Remedial action or contingency plans are developed to provide flexibility in response to risks, obstacles and/or opportunities.
3. Monitor and report on issues and trends	3.1. Trends and/or developments are monitored in a manner which meets enterprise response capability.

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ELEMENT	PERFORMANCE CRITERIA
affecting the business	3.2. Recording and reporting of information is timely and supports internal decision making processes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication verbally with work teams and colleagues • consulting with external stakeholders • implementing strategies • interpreting regulations • maintaining awareness of business issues • managing change • managing staff • strategic and organisational planning. **Literacy skills used for**: • compiling complex forms • reading and interpreting complex documents • writing and reading detailed correspondence. **Numeracy skills used for**: • calculating foreign exchange rates • calculating percentages and averages • establishing pricing data • estimating margins and mark-up • preparing detailed reports • reading and analysing complex financial data.
Required knowledge

• business environment, including:
  • consultative processes
  • continuous improvement systems

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REQUIRED SKILLS AND KNOWLEDGE
• environmental management requirements • food safety standards • government policy • industry and international standards • labour management • occupational health and safety (OHS) requirements • market forces, including: • consumer trends • export and import requirements • product evaluation • quality systems • threats and opportunities • principles relating to business operation, including: • human resources management • physical resource management • strategic and business planning.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • perform tasks necessary to ensure that all factors relevant to the successful operation of the business are regularly monitored to identify those which might present threats or opportunities and that strategies are developed to address them in a timely manner. Assessment must confirm knowledge of: • acquisition and use of information • consultative processes both internal to the enterprise

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EVIDENCE GUIDE	
	and external • current and emerging trends in the business environment and the likely positive or negative effects • information gathering systems • legislation, codes and national standards relevant to the enterprise • management principles to achieve change, goals and results • organisational planning methods • product evaluation methods • quality and continuous improvement processes and standards.
Context of and specific resources for assessment	Assessment may be conducted in the workplace or in a simulated work environment. Resources may include: • access to the candidate's peers and/or managers • copies of reports or analyses developed by the candidate • historical information relating to the enterprise • legislation, codes and/or regulations impacting on the enterprise.
Method of assessment	The following assessment methods are suggested: • case studies • demonstration in the workplace • third-party reports.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
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) may also be included.	

Relevant government regulations, licensing and other compliance requirements may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ESD principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:
	  • Australian Exclusive Economic Zone
	  • international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• occupational health and safety (OHS) hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country

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RANGE STATEMENT	
	of origin, Australian Fish Names Standard and eco-labelling) • correct quantities, sizes and other customer requirements • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • display, packaging and sale of food, including seafood and aquatic products • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • handling and disposal of condemned or recalled seafood products • HACCP, food safety program and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • processing, further processing and preparation of food, including seafood and aquatic products • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling the use and recycling of water, and managing water quality and quantity • managing, controlling and treating effluents, chemical residues, contaminants, wastes and pollution • managing environmental hazard identification, risk assessment and control • managing imported products quarantine and

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RANGE STATEMENT	
	inspection, facility biosecurity, translocation of livestock and genetic material, and health certification • minimising noise, dust, light or odour emissions • preventing genetically modified organisms and live cultured or held organisms from escaping into environment • reducing energy use, introducing alternative energy sources.
Business factors may include:	• enterprise goals, objectives, plans, systems and processes • government policy • industry policy • resources which may require negotiation prior to purchase or release • wider business environment.
Information may include:	• business and performance plans • database searches • economic and statistical trends and forecasts • field intelligence • market research • product benchmarking • technical literature.
Evaluation may include:	• authority • limitations • reliability.
Business conditions may include:	• community standards • competition • ethical standards • government intervention • international influences • predictability • turbulence.

Unit Sector(s)

Unit sector	Seafood processing

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC610C Establish and manage effective external relationships

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves creating and managing relationships with key stakeholders influential to the success of the enterprise, the industry in which it operates and the community surrounding it. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify ***key stakeholders*** from industry, business and/or community sources	1.1. Networking is employed to identify desirable relationships and benefits to the enterprise. 1.2. Areas in which cooperation may achieve positive outcomes for both stakeholders and the enterprise are identified and agreed.
2. Develop ***strategies*** to maintain the effectiveness of relationships	2.1. The enterprise's ethical, business and social standing is monitored to ensure continuation of positive relationships. 2.2. Interpersonal styles and methods are adjusted to the social/cultural environment.
3. Monitor and review the effectiveness of the relationships	3.1. ***Relationships with stakeholders*** are monitored to ensure continuation of enterprise objectives. 3.2. Events which might jeopardise the relationships are monitored to ensure the continuation of the enterprise or shared objectives.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- applying consultative techniques, processes and methods
- building trust with stakeholders
- communicating with stakeholders, including management and work teams, in a clear and concise manner
- interpreting government regulations
- managing development options and opportunities
- presenting enterprise statements to the community, stakeholders and the workforce
- providing leadership
- using culturally appropriate communication and protocols in relationships
- utilising technology.

Literacy skills used for:

- compiling reports
- developing cogent arguments
- preparing public presentations
- reading and interpreting information from wide-ranging sources
- reading and writing correspondence.

Numeracy skills used for:

- determining financial impacts/values
- preparing complex analyses
- preparing financial reports/returns.

Required knowledge

- business, community and political environment analysis techniques
- codes of practice, standards and regulations affecting the enterprise
- community, cultural, social and political issues affecting the enterprise
- communication needs and opportunities
- purpose, structure and relationship of an enterprise's mission, goals, values, objectives and tactics in the business and wider community environment
- roles and responsibilities of the range of stakeholders.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • analyse trends, opportunities and constraints to the business • develop relationships with key stakeholders outside the enterprise who may be influential to the success of the enterprise, to manage those relationships and monitor changes in social, cultural or political attitudes which may affect those relationships • influence and articulate the enterprise's vision • make decisions within the responsibility and authority of the position. Assessment must confirm knowledge of: • collaborative processes to gain ownership and commitment • strategies which strengthen and reinforce relationships.
Context of and specific resources for assessment	Assessment of this unit may occur in either a real or simulated workplace. Resources may include: • access to candidate's peers and/or managers • access to key stakeholders • documentation relating to any formalising of relationships • enterprise strategic plan • regulations and codes of practice relevant to the enterprise.
Method of assessment	The following assessment methods are suggested: • case studies • demonstration in the workplace • third-party reports.

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EVIDENCE GUIDE	
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations**, **licensing and other compliance requirements may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ecologically sustainable development (ESD) principles, environmental hazard identification, risk assessment and control
	• fisheries or aquaculture regulations, permits, licences, quotas, catch restrictions and other compliance requirements, including:

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RANGE STATEMENT	

	• Australian Exclusive Economic Zone
	• international treaties and agreements
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• occupational health and safety (OHS) hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer requirements
	  • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).

Key stakeholders may include:	• contractors • customers • individuals or teams • internal and/or external to the enterprise • members of the wider community or their representatives • suppliers.
Strategies may be:	• long-term to achieve the enterprises objectives, mission and/or values • medium-term to satisfy operational plans • short-term to meet immediate priorities.
Relationships with stakeholders may be:	• commercial • contractual • social.

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Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFIPROC611C Participate in a media interview or presentation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves representing a seafood enterprise or industry group in a range of situations. Needs might emerge from a product recall, a similar emergency situation or from a need for the seafood enterprise/group to promote a positive image to the target audience. The unit also addresses the needs of seafood enterprises in small or close knit communities where the significance of the enterprise to that community imposes a representative role on individuals to promote the wider interest. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare and issue media releases	1.1. The content of proposed media release is consistent with the intent of the ***message***/***information***. 1.2. Specific details are researched and confirmed, where appropriate. 1.3. Media release is prepared using language appropriate to the ***target audience***. 1.4. The destination and timing of the media release is confirmed to ensure contact with target audience. 1.5. ***Authority to proceed*** is sought appropriate to the intent of the media release. 1.6. Media release, with relevant contact detail, is issued and clarification of content is provided, as appropriate.
2. Arrange media interviews	2.1. Medium for interview is selected to ensure reach to target audience. 2.2. Appropriate and mutually convenient time/place for interview is established. 2.3. Material and/or information are prepared in advance of interview with specific data/information confirmed

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ELEMENT	PERFORMANCE CRITERIA
	by specialists.
3. Conduct media interviews	3.1. Media interview is conducted to advantage the preferred position or perspective. 3.2. Verbal and non-verbal skills are used to advantage the enterprise. 3.3. Opportunities to advance a preferred position or point of view are captured.
4. Prepare action plans for impromptu interviews	4.1. Action plans are prepared to identify ***situations*** where an impromptu interview may be required or sought. 4.2. Checklists are developed to address key points which may be raised or questions during an impromptu interview.
5. Deliver presentations in a public forum	5.1. Information is gathered and assessed for relevance to topic and audience. 5.2. ***Appropriate language*** is used to deliver message clearly and authoritatively. 5.3. Ideas or concepts are developed logically and articulated clearly. 5.4. Questions are dealt with effectively. 5.5. Appropriate ***verbal and non-verbal forms of communication*** are used.
6. Develop personal image and presentation skills	6.1. Professional and social situations likely to be encountered are identified. 6.2. Requirements of presenters are determined and ***expectations of presenter*** are clarified. 6.3. Advice and guidance is sought as to most appropriate techniques for presentation and image/grooming.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communicating verbally and in writing

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REQUIRED SKILLS AND KNOWLEDGE
• communicating with diverse audiences • demonstrating active listening techniques • developing cogent arguments • identifying issues affecting the enterprise • optimising presentation opportunities • presenting information and expressing point of view in public forums, both impromptu and planned • prioritising tasks and giving appropriate attention to detail • seeking feedback and guidance on performance • setting goals for self improvement • using technology to search for information, prepare presentations, write reports and communicate electronically. **Literacy skills used for**: • adapting presentation style to suit target audience • reading and writing complex reports. **Numeracy skills used for**: • calculating time and/or space • confirming financial and/or costing data • meeting and/or setting deadlines.
Required knowledge
• issues affecting the enterprise or the operational environment • media options and opportunities • presentation techniques • statutory, legislative or legal requirements and/or obligations with regard to public announcements • systems for managing information, including its currency • techniques for writing for maximum impact.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • assess own performance, seek feedback and act on constructive advice • capitalise on opportunities to represent the enterprise or industry group by utilising or capturing media attention and other possibilities, such as public speaking opportunities • deliver messages with conviction • manage work to achieve goals and results • prepare accurate and cogent materials • seek out and act on opportunities to the benefit of the enterprise • use technology for information management and communication. Assessment must confirm knowledge of: • available learning methods to maintain currency of knowledge regarding issues affecting the enterprise or industry group • day-to-day workings of the media and media contact points • knowledge related to seafood enterprise or industry group • legal and liability issues affecting enterprise contact with the media.
Context of and specific resources for assessment	Assessment of this unit may occur in either a real or simulated workplace. Resource may include: • access to candidates peers and/or managers • access to key stakeholders • audio and/or video facilities to simulate presentations or review historical material • documentation relating to any formalising of media relationships • regulations and codes of practice relevant to the enterprise.

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EVIDENCE GUIDE	
Method of assessment	The following assessment methods are suggested: • case studies • demonstration in the workplace • third-party reports.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices:
	  • commercial law, including fair trading and trade practices
	  • consumer law
	  • corporate law, including registration, licensing and financial reporting
	  • disability policies and practices
	  • equal opportunity, anti-discrimination and sexual harassment
	  • industrial relations and awards, individual employment contracts and share of catch agreements
	  • jurisdictional variations
	  • superannuation
	  • taxation
	  • trade practices
	  • warnings and dismissals
	  • worker's compensation
	• ecologically sustainable development (ESD)

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RANGE STATEMENT	

	principles, environmental hazard identification, risk assessment and control
	• food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody
	• imports quarantine and inspection, and importing approved arrangements for Australian Quarantine Inspection Service (AQIS), Australian Customs Service (ACS) and Biosecurity Australia (BA)
	• land, buildings and vehicles:
	  • buildings and structures design and appearance, constructions and additions
	  • use of utilities, including water, natural gas, electricity and sewage
	  • water or land lease, tenure or ownership and use
	• occupational health and safety (OHS) hazard identification, risk assessment and control
	• product quality assurance:
	  • correct naming and labelling (e.g. country of origin, Australian Fish Names Standard and eco-labelling)
	  • correct quantities, sizes and other customer requirements
	  • third-party certification (e.g. Australian Grown and ISO 14001:2004 Environmental management systems).

Message*/*information may include:	• food or product recall advice • generalised information • general information about products • seafood emergency information.
Target audience may include:	• general public • interest groups • local community.

Authority to proceed may include:	• the need to clarify issues of liability and/or legality
	• key stakeholders, such as:
	  • health authorities
	  • insurers
	  • police.

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RANGE STATEMENT	
Situations may include:	• threats to domestic or export markets • emergency situations, such as storms, flood, fire and theft • impact of changed regulations • product recalls • skill shortages • threats to industry sustainability.
Appropriate language may include:	• clarity • eliminating ambiguity • relevance and understanding of cultural sensitivities.
Verbal and non-verbal forms of communication may include:	• active listening and engagement of the audience • aggressive posture, tone or language • passive posture, tone or language • relevance and understanding of jargon and acronyms.
Expectations of presenter may include:	• attentiveness • grooming • promptness • relevance of information provided • sensitivity to issues • timing.

Unit Sector(s)

Unit sector	Seafood processing

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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SFISHIP201C Comply with organisational and legislative requirements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves maintaining records, including those with statutory requirements. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to work at sea which is associated with the use of vessels. It may include operations, such as: • cargo loading, unloading and securing • catering procedures • contingency response services • marine engineering • fishing activities • maintenance of vessel • navigation of vessel • port operations • safety drills • sub-sea work with stock culture devices or diving • towage. These operations are subject to regulations, such as occupational health and safety (OHS), maritime and vessel standing orders, load shifting and environmental management for which an enterprise will have developed procedures and processes for maintaining records for compliance. This unit of competency will be relevant to a

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	person who has been assigned responsibility for maintaining these records and ensuring that the required enterprise procedures are followed. This person will undertake their work within well defined processes which include monitoring work and responding to personnel who fail to follow required procedures. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***OHS guidelines***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain operational records	1.1. ***Records*** are clear, concise, accurate and follow required format and convention with sufficient level of detail to meet the objectives of record keeping. 1.2. Corrections to records are undertaken to maintain their validity. 1.3. Procedures for security and confidentiality are always maintained. 1.4. Information technology back-up procedures follow good operating practices. 1.5. Records and reports are distributed to the required authority at appropriate times and places. 1.6. Duration and method of storage complies with statutory and enterprise requirements.
2. Undertake work according to organisational and legislative requirements	2.1. Procedures for monitoring operations and maintenance are followed. 2.2. Checks and inspections are made regularly to equipment and to the area of direct ***responsibility***. 2.3. Situations leading to potential non-compliance are promptly and fully identified and timely remedial action taken to ensure compliance with legislative requirements, within area of responsibility. 2.4. ***Advice*** given to others on the legitimacy of operations is accurate and given at the appropriate time. 2.5. Failure of personnel to comply with procedures is identified and reported.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• communicating to advise others on legitimacy of operations and to report non-compliance of personnel
• demonstrating initiative and enterprise to identify and respond to situations of potential non-compliance
• using problem solving skills to select remedial action appropriate to level of responsibility to ensure
• maintaining clear and accurate records
• organising to:
  • prepare records for timely distribution
  • store records in a logical manner that facilitates access and disposal
• self-management to ensure timely monitoring, recording and reporting of information
• using recording instruments and charts
• using technology to maintain, store and distribute records.
 	
Literacy skills used for:
• filling out, correcting and checking the accuracy of records
• interpreting enterprise procedures
 	
Numeracy skills used for:
• completing numerical requirements of forms.

Required knowledge
• content of relevant regulations to a level sufficient to meet assigned work responsibilities • entitlement or authorisations to view records • importance of maintaining accurate records • legislation pertaining to the operation of the vessel, to the extent that it covers enterprise procedures • organisational procedures for dealing with non-compliance • personal and corporate penalties for non-compliance • principles of record keeping • procedures for monitoring and disposal of pollutants at sea and by other methods, including what can and cannot be discharged at sea.

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Evidence Guide

EVIDENCE GUIDE	
Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in t his unit	Assessment must confirm, for the candidate's area of responsibility, the ability to: • advise others on non-compliance • distribute records • ensure others comply with regulations • identify problems and remedial action to be taken • maintain procedures and routines • produce a range of records • respond to potential non-compliance • store and secure records. Assessment must confirm knowledge of • enterprise procedures relating to legislative requirements • International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) regulations.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • examples of applicable regulations.
Method of assessment	The following assessment methods are suggested: • demonstration • project (work or scenario based) • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

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Range Statement

RANGE STATEMENT	
The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biodiversity and genetically modified organisms • biosecurity, translocation and quarantine, Australian Quarantine Inspection Service (AQIS) and other import requirements • business or workplace operations, policies and practices • correct marketing names and labelling • ESD principles, environmental hazard identification, risk assessment and control • fisheries or aquaculture regulations, permits and licences • food safety, Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody • health and welfare of aquatic animals • Indigenous land rights and cultural activities, including fishing by traditional methods • maritime and occupational diving operations, safety at sea, pollution control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and

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RANGE STATEMENT	
	visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • controlling weeds, pests, predators and diseases, and stock health maintenance • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • maintaining biodiversity by sustainable fisheries or broodstock/seedstock collection • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control • undertaking facility quarantine, biosecurity and translocation of livestock and genetic material • using and recycling of water, and maintaining water quality.

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RANGE STATEMENT	
PPE may include.	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

Records may be:	• for personal production and maintenance covering own areas of responsibility during duty periods
	• required by:
	  • legislation
	  • enterprise procedures
	  • line management
	  • good practice
	• kept by:
	  • computer
	  • manual methods
	  • recording devices
	• for recording:
	  • routine activities
	  • unusual or hazardous occurrences
	  • incidents affecting the safe prosecution and

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RANGE STATEMENT	
	concerns of the voyage.
Responsibility may include:	• covering the areas for which the job holder is directly responsible • offering advice to others • actions of crew • actions of contractors • use and maintenance of equipment.
Advice may be:	• given on request • given on own instigation.

Unit Sector(s)

Unit sector	Vessel operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFISHIP202C Contribute to safe navigation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves assisting the officer of the watch safely navigate the vessel or conducting a watch in sole charge of a vessel. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to the safe navigation of a small vessel as may be used in aquaculture, fishing operations or fisheries compliance work where a maritime regulatory certification is not required. For advice on certifications refer to the current TDM07 Maritime Training Package. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Contribute to monitoring and controlling a navigational watch	1.1. ***Information*** required for the exchange of a ***watch*** is complete, accurate and relevant to both the personnel and the existing circumstances. 1.2. Handover and relief of the watch conforms to accepted ***principles and procedures of watch keeping***. 1.3. Watch information/instructions that are unclear or ambiguous are clarified. 1.4. Lights, shapes and sound signals displayed or given conform with the requirements contained in the International Regulations for Preventing Collisions at

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ELEMENT	PERFORMANCE CRITERIA
	Sea and to instructions received. 1.5. Lookout is maintained at all times according to accepted principles and procedures. 1.6. Reports and exchanges of navigational information are clear and concise. 1.7. Traffic, the vessel, weather watch keeping and ***hazards*** are ***monitored*** with appropriate frequency and intensity. 1.8. Frequency and degree of performance checks to navigational equipment complies with skipper's and owner's requirements. 1.9. Advice or clarification is sought immediately whenever in doubt and from the appropriate people.
2. Manoeuvre the vessel when contributing to the efficient running of the watch	2.1. ***Manoeuvres*** are made to safely progress the planned voyage and comply fully with instructions received. 2.2. ***Engine control systems*** are operated to progress the planned passage and are designed to complement helm movements. 2.3. Course is steered steadily within acceptable limits according to the area of navigation and the existing ***sea state***. 2.4. Course alterations are smooth and controlled with minimal over shoot. 2.5. Communication is clear, concise and acknowledged at all times. 2.6. Steering modes are changed according to operating instructions, area, wind and sea state, and marine notices. 2.7. Vessel steering systems remain within safe operating limits during normal manoeuvres.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• maintaining a watch keeping routine:

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REQUIRED SKILLS AND KNOWLEDGE

- manoeuvring to:
  - berth
  - cross bars and narrow entrances
  - maintain a steady course
  - offer timely and obvious responses to potential collision
  - steer a vessel under pilotage
- monitoring:
  - communications equipment
  - condition of vessel and personnel
  - depth
  - meteorological instruments
  - meteorological updates
  - navigation marks and hazards
  - safety of the vessel and personnel
  - sea state
  - traffic by RADAR, aural and visual means
  - weather
- using engine control systems
- using steering systems:
  - auto pilots, including changeover procedures and operation of system controls for optimum performance
  - back-up and emergency systems
  - hand steering
  - primary

Literacy skills used for:

- identifying buoyage and navigational marks from a chart
- reading meteorological information and instruments.

Required knowledge

- principles and procedures relating to:
  - basic meteorology sufficient to recognise imminent change in the weather and assist in reading meteorological instruments
  - echo sounding equipment
  - nautical terminology and the methods of reporting
  - identification of sources of information
  - operation of RADAR equipment
  - responsibilities of a look out

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REQUIRED SKILLS AND KNOWLEDGE

• buoyage and navigation mark lights
• buoyage and navigation mark sound signals and top marks sufficient for them to be recognised
• classes of and responsibilities between vessels
• distress signals
• give way and stand on rules
• International Rules for Preventing Collisions at Sea (COLREG), 1972
• sound signals
• procedures relating to:
  • assessing the risk of collision by sight and RADAR
  • bridge communications
  • bridge control failure
  • emergency manoeuvres
  • emergency steering systems
  • occasions when convention is to seek assistance
  • use of helm and engines
  • use of operational controls on an auto pilot
• information relating to:
  • bridge procedures guides
  • enterprise procedures
  • International Maritime Organisation operational guidance for officers in charge of a navigational watch
  • International Regulations for Preventing Collisions at Sea (COLREG), 1972.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • delay the need for a navigational response if in doubt • display manoeuvring signals • hand over and take over a navigational watch

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EVIDENCE GUIDE	
	• identify hazards • inform appropriate authority • maintain a lookout • perform basic navigation, monitoring and control to ensure the safety of a vessel when keeping a watch • seek advice when required. Assessment must confirm knowledge of: • negotiating buoyage in narrow waters • negotiating traffic.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • operational vessel with the range of equipment • facilities for negotiating buoyage systems and traffic.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • simulator exercises • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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RANGE STATEMENT	
Relevant government regulations*, *licensing and other compliance requirements may include:	• business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increase use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • reduce emissions of greenhouse gases

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RANGE STATEMENT	
	• reducing use of non-renewable resources • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • reducing live cultured or held organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control • using and recycling of water, and maintaining water quality.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • gloves, mitts or gauntlets, and protective hand and arm covering • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective hair, beard and boot covers • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear and waders).

Watch includes:	• routines to be maintained when in charge of the bridge watch, such as:
	  • at anchor
	  • during the day
	  • in coastal waters
	  • in narrow waters

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RANGE STATEMENT	
	• in ocean areas • in poor visibility • in severe weather conditions • under pilotage.

Principles and procedures of watch keeping:	• as itemised in:
	  • bridge procedures guide
	  • enterprise procedures and standing orders
	  • International Maritime Organisation 'Basic principles to be observed in keeping a navigational watch'
	• routines to be maintained when watch keeping.

Hazards may relate to:	• bar and sea entrance crossings • status of equipment and systems • traffic and other obstructions • vessel position • weather and sea state.
Monitored may be by:	• echo sounder • RADAR • sight • sound.
Manoeuvres may be in response to:	• crew overboard • going astern • stopping.
Engine control systems may include:	• gear box • steering systems • throttle.
Sea state may include:	• calm • in a current • rough • tidal conditions.

Unit Sector(s)

Unit sector	Vessel operations

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFISHIP205C Maintain marine plant

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves routinely maintaining, restoring and repairing mechanical plant onboard a vessel according to maintenance plans and instructions or as a result of an unacceptable or unscheduled variation. This unit also covers actions required to maintain a vessel in survey. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to aquaculture, fishing operations and fisheries compliance where use is made of small vessels and a maritime regulatory certification is not required. For advice on certifications refer to the current TDM07 Maritime Training Package. The unit of competency involves the maintenance of marine mechanical plant and systems, including auxiliary machinery, propulsion plant and service systems, such as LPG and fire hose, including associated pipework and fittings. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and

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	maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Comply with requirements for survey	1.1. Complete inventory survey documentation is maintained and accessible to appropriate authorities. 1.2. Applications for renewal of and extensions to

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ELEMENT	PERFORMANCE CRITERIA
	certification are timely and ensure continuous validity. 1.3. State of survey items and equipment (with respect to certificate conditions) reflect continuing effective programs of tests, checks and maintenance. 1.4. Arrangements made for survey are timely and compliant. 1.5. Survey certification reflects adherence to procedures where validity may be affected by damage, alterations or additions to the vessel or equipment.
2. Determine the sequence of work required to restore and maintain mechanical plant	2.1. Defined work sequence adheres to the overall ***maintenance*** plan ***specification***. 2.2. Maintenance activities are correctly planned. 2.3. Sequence and scope of the planned work is complete and within the ***requirements*** of agreed timeframe. 2.4. Activities are negotiated with skipper or owner to complete the work requirements to schedule, minimise downtime and reduce disruption to production schedules. 2.5. Anticipation of ***restrictions and variances*** to work schedules are realistic and made at appropriate times. 2.6. Action planned leads to the restoration of plant by the most suitable method consistent with available resources.
3. ***Prepare*** work area and resources for engineering maintenance	3.1. Equipment and materials selected are safe, serviceable and of the correct type and quantity required to carry out the tasks. 3.2. Restrictions and variances to resources are accurately identified, promptly recorded and reported. 3.3. Material and equipment are safely handled, stored and secured. 3.4. Work area, machinery and equipment are confirmed as ***safe*** for work to proceed. 3.5. Work area is accessible and free from obstruction for receiving and storing materials and resources needed for the work to proceed. 3.6. Specifications, plans, materials and equipment appropriate to the task are available at the enterprise according to schedule.
4. ***Service and maintain*** mechanical	4.1. Maintenance is carried out safely. 4.2. Sequence and scope of work conforms to routine

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ELEMENT	PERFORMANCE CRITERIA
systems to schedule	maintenance and servicing plans and schedules. 4.3. Equipment and components are correctly cleaned and prepared for the required inspection or maintenance to be carried out. 4.4. ***Variance*** from plans and schedules is agreed prior to continuing. 4.5. ***Settings*** are accurate and complete to specification. 4.6. Static checks and tests are completed satisfactorily. 4.7. Work practices and techniques ensure completion of activity to specification, within an acceptable timeframe. 4.8. Discarded materials are disposed of and recycled in an environmentally responsible manner.
5. Rectify unacceptable or unscheduled variation to mechanical plant	5.1. Maintenance is planned and carried out safely. 5.2. Procedures and equipment for dismantling and reassembly conform to ***technical specification*** and agreed work plan. 5.3. Dismantled parts are safely and correctly stored, handled and cleaned. 5.4. Appropriate method for restoring equipment or systems is selected, taking identified operational and physical ***constraints*** into account. 5.5. Defective parts are repaired economically and to defined standards using correct engineering practices. 5.6. Replacement parts meet system and equipment manufacturer's specifications. 5.7. Product and components are restored to specification within the agreed time schedules and quality requirements. 5.8. Static checks and tests are correctly completed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE

- preparing and carrying out maintenance on marine engineering systems, including:
  - control and instrumentation
  - electrical generation transmission systems
  - electronic equipment
  - mechanical equipment and systems
- preparing and carrying out maintenance on mechanical plant and systems incorporating pipework and all mechanical components, including:
  - compressed air systems
  - deck machinery
  - flammable gas systems
  - fuel systems
  - hydraulic systems
  - lubrication systems
  - prime movers and associated systems
  - refrigerant systems
  - safety equipment and fixed systems
  - water systems.

Literacy skills used for:

- reading and completing survey documentation for company and authorities
- reading and recording operating parameters
- reading manufacturer technical information
- reading statutory regulations.

Numeracy skills used for:

- estimating the time required to complete the planned schedule.

Required knowledge

- function of the component/system to be maintained and the affect it has on related components/systems
- how proposed preparation will affect other personnel, equipment and departments
- information relating to:
  - acceptable types of work methods
  - anticipated timeframes
  - company procedures for survey and validation of certification, including seeking extension
  - compliance with procedures relating to survey and validation of certification, including seeking extension

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REQUIRED SKILLS AND KNOWLEDGE
• current methods of preparation • environmental risk management practices related to maintenance • factors which may cause preparations to be disrupted and contingency measures to deal with them • how particular maintenance activities will affect other personnel, equipment or departments • sources of information on detailed survey and certification requirements • survey requirements • systems for monitoring effectiveness of work • work objectives • maintenance objectives, priorities, and vessel and company maintenance plans • legislation relating to work methods, environmental protection and OHS • principles and methods relating to: • communicating with personnel on status of work • environmental risk management associated with maintenance of marine plant • establishing a safe working environment • quality assurance and control of maintenance work • use of resources during maintenance.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • plan and carry out maintenance and repairs to mechanical plant onboard a vessel to ensure that the vessel remains operational and in survey, including: • carry out pre-commissioning tests and inspections • check completeness and validity of documentation • correctly choose and handle equipment and materials

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EVIDENCE GUIDE	
	• ensure maintenance of survey items and arrangements for survey are met • identify requirements from schedule • identify restrictions to maintenance • plan activities to meet requirements • plan and conduct maintenance to achieve minimal environmental impact • prepare the work area and resources. Assessment must confirm knowledge of: • alternative work activities • efficiency of various methods • functions of the components/systems • safe and environmentally responsible procedures.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • maintenance tools and equipment • operation procedures and policies • operational machinery and equipment • safety equipment • service equipment and maintenance instructions • spares and consumables.
Method of assessment	The following assessment methods are suggested • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed with SFISHIP211C Prepare for maintenance, or holistically with other units in a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, licensing and other compliance requirements may include:	• business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour

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RANGE STATEMENT	
	emissions • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use • reducing organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • hearing protection, ear plugs, ear muffs • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • waterproof clothing (e.g. wet weather gear).

Maintenance may include:	• marine mechanical plant and systems, including:
	  • auxiliary machinery
	  • propulsion plant
	  • service systems, LPG and fire hose, including associated pipework and fittings
	• survey requirements:
	  • fire extinguisher (water based and chemical)
	  • steering gear check
	• techniques for restoration, including:
	  • construct
	  • dismantle
	  • fabricate
	  • insulate

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RANGE STATEMENT	

	• recondition
	• repair
	• replace
	• techniques for scheduled maintenance and servicing, including:
	  • minor adjustments
	  • operational changeovers
	  • replacement of consumables
	  • replacement of faulty components.

Specification may include:	• breakdown procedures • master schedule • planned maintenance • unplanned maintenance.
Requirements may include:	• carrying out and completing restoration or maintenance, waste/drainage containment • preparation of resources • preparation of the plant • preparation of the work area.
Restrictions and variances caused by:	• operational requirements • other maintenance • resources.

Prepare may include:	• selecting:
	  • documentation
	  • emergency services and equipment
	  • equipment
	  • materials
	  • oil or fuel spill absorbent materials
	  • resources
	  • tools
	  • waste containment
	• ensuring the serviceability of:
	  • equipment
	  • machinery
	  • tools
	• work area:
	  • access
	  • atmosphere
	  • lifting plant

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RANGE STATEMENT	
	• lighting • isolation • machinery • machinery preparation • provision of alternative services.
Safe by recognition of hazards to:	• environment • personnel • plant, equipment and vessel.
Service and maintain may include:	• minor adjustments • replacement of consumables • replacement of lifted components • scheduled checks • tests measurements and inspections.
Variance may include:	• components • consumables • methods and techniques.
Settings may include:	• adjustable control inputs and outputs • clearances • tension • torques.
Technical specifications may include:	• manufacturer manuals • manufacturer plans and drawings • statutory requirements • supervisor instructions.
Constraints may include:	• availability of spares • economical restraints • equipment design • equipment position • minimal use of chemicals (e.g. acid, chlorine and detergents) • operational requirements for the equipment • safety requirements • weather or sea conditions.

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Unit Sector(s)

Unit sector	Vessel operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFISHIP206C Operate a small vessel

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves preparing, operating, maintaining, storing and securing small vessels within range of ready assistance and isolated from heavy boating traffic and navigational hazards. The operation is restricted to the basic use, manoeuvring and loading of the vessel, but not the interaction of the vessel with boat traffic or other hazards. To assume control of an outboard powered dinghy, competence must be demonstrated in the unit SFISHIP207C Operate and maintain outboard motors. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to the safe operation of a small vessel as may be used in aquaculture, fishing operations or fisheries compliance work where a maritime regulatory certification is not required. For advice on certifications refer to the current TDM07 Maritime Training Package. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and

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	maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare the small	1.1. ***Factors*** that may compromise vessel safety are

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ELEMENT	PERFORMANCE CRITERIA
vessel for use	identified and addressed in the ***work plan*** and the operation of the vessel. 1.2. All essential ***safety equipment and spares*** required for area of operation and intended work are checked for presence and serviceability. 1.3. Vessel is loaded according to manufacturer specifications.
2. Operate and maintain a small vessel	2.1. Vessel stability is maintained within safety limits by establishing a low centre of gravity and securing and stowing ***loads***. 2.2. Vessel is operated safely at all times and in area of operation confined to ***limits*** of restricted area. 2.3. Vessel is ***manoeuvred*** safely using appropriate means to complete planned work ***tasks***.
3. Store and secure a small vessel and equipment	3.1. Vessel is secured, ***maintained*** and stored after use. 3.2. Perishables and fuels are stored to minimise wastage, spoilage, and environmental and fire hazards. 3.3. Unserviceable equipment and spares are repaired or removed for repair or replacement.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• making an adequate stability assessment prior to loading • manoeuvring small vessels using a range of propulsion techniques • minimising free surface effect. **Literacy skills used for**: • interpreting manufacturer operational and loading specifications and the use-by-date of flares • interpreting manufacturer period of validity of pyrotechnics.
Required knowledge
• effect of a shift in cargo on stability

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REQUIRED SKILLS AND KNOWLEDGE
• effect of load distribution on centre of gravity • impact of wind and current on sea conditions and the effect on dinghies • pre-departure safety checks of propulsion system, dinghy and safety equipment • vessel loading specifications and the location of this information.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • ensure the vessel remains within operational limits • manoeuvre a small vessel whilst engaged in common tasks. Assessment must confirm knowledge of: • effect of overloading and poor stability practices • effect of sea state on vessel performance • pre-operational checks of propulsion system, dinghy and safety equipment.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • fully operational vessel powered by an outboard motor.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.

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EVIDENCE GUIDE	
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace

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RANGE STATEMENT	
	• sea survival, fire fighting at sea and first aid techniques • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear).
Factors may include:	• fire • operational limits • navigational hazards

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RANGE STATEMENT	

	• sea condition:
	  • chop
	  • effect of current direction on wave height
	  • wave height
	• visibility:
	  • fog
	  • low light conditions
	  • rain.

Work plan may include contingencies, such as:	• ability to make safe havens:
	  • alternative sources of propulsion
	  • mother ship
	  • shore
	• ability to remove water from the vessel by:
	  • bailing
	  • bilge pump
	  • removing the drainage plug while planing
	• ability to use alternative steering.

Safety equipment and spares may include:	• alternative sources of propulsion and steering • anchoring devices • bailing or bilge pumping arrangements • bilge removal systems • communications equipment • distress signalling devices: • flares, flags, EPIRB and other methods • drinking water • fire extinguishers • PFD • tools and spare parts • torch and batteries.

Loads may include:	• cargo:
	  • aquaculture nets and gear
	  • diving equipment
	  • fishing gear
	  • oyster farm equipment
	  • stock and feeds
	• catch or harvest
	• distribution and securing procedures
	• monitoring equipment

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RANGE STATEMENT	
	• passengers.
Limits may include:	• distance from safe haven • distance from supervision • operational limits • proximity to dangers • range of fuel tank • sectors • speed limits.
Manoeuvred may include:	• alternative steering • using oars • using outboard motor.
Tasks may include:	• anchoring and sea anchoring • approaching a beach or landing • berthing • manoeuvring in confined areas or heavy seas • recovering person overboard • reversing • towing • unberthing.

Maintained:	• by controlling:
	  • cleanliness
	  • corrosion
	  • hull damage
	  • hull fractures and fatigue.

Unit Sector(s)

Unit sector	Vessel operations

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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SFISHIP207C Operate and maintain outboard motors

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves operating and maintaining outboard motors and diagnosing and rectifying basic faults when in isolated situations. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to the operation and maintenance of outboard motors as may be used in aquaculture, fishing operations or fisheries compliance work where a maritime regulatory certification is not required. For advice on certifications refer to the current TDM07 Maritime Training Package. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained. Vessels must follow the International Convention for the Prevention of Pollution from Ships (MARPOL) requirements.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Operate outboard motors	1.1. ***Pre-start checks*** are performed on the motor. 1.2. Outboard motors are ***started*** and stopped safely and correctly. 1.3. Outboard motor ***controls*** are used to manoeuvre a dinghy both ahead and astern, and port and starboard. 1.4. Outboard motor cooling systems are ***checked*** for

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ELEMENT	PERFORMANCE CRITERIA
	operation. 1.5. Trim and tilt mechanisms are operated.
2. Maintain outboard motors	2.1. Fuel filters are changed and ***fuel quality*** is maintained. 2.2. ***Electrical systems*** are maintained to ensure reliable electrical supply to the outboard motor. 2.3. Seawater is flushed from the internal and external parts of the outboard motor using the appropriate tools and freshwater, keeping water away from sensitive equipment. 2.4. Engine and gearbox oil is checked and changed, and lubrication applied. 2.5. Engine mounting gear is secured and checked, as necessary.
3. Identify and rectify basic outboard motor faults	3.1. Operating difficulties caused by fuel-related factors are identified and rectified, where possible, according to troubleshooting guides and manufacturer instructions. 3.2. Electrical faults are identified and rectified. 3.3. Outboard engines that were immersed are serviced correctly. 3.4. Outboard motor ***propulsion faults*** are identified and rectified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• planning and organising to check, operate and maintain an outboard motor. **Literacy skills used for**: • reading manufacturer instruction manuals • reading troubleshooting charts.

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REQUIRED SKILLS AND KNOWLEDGE
Numeracy skills used for: • calculating fuel to oil ratios or using tables to find and add correct volume of lubricating oil • estimating fuel consumption and time at turning points.
Required knowledge
• battery connection • MARPOL requirements • outboard motor cooling systems • outboard motor fuel systems • outboard motor lubrication systems • troubleshooting techniques.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • operate all controls on an outboard motor to propel a dinghy ahead and astern • operate and maintain outboard motors and be able to diagnose and rectify basic faults when in isolated situations • perform basic maintenance on an outboard motor • start and stop an outboard motor • store an outboard motor. Assessment must confirm knowledge of: • indicators of engine faults.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment.

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EVIDENCE GUIDE	
	Resources may include: • fully operational small vessel powered by an outboard motor • remote steering and controls.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and

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RANGE STATEMENT	
	maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • sea survival, fire fighting at sea and first aid techniques • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position

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RANGE STATEMENT	
	Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear).
Pre-start checks may include:	• amount of fuel in the fuel tank • appropriate fuel • cooling water intake submerged • fuel hose connected, full and free of constrictions • fuel tank depressurised • motor attachment points • water depth.
Started may include:	• electric start • pull start.
Controls may include:	• remote throttle and gear levers • steering wheel • tiller • tilt and trim mechanisms.
Checked may include:	• cooling water circulation indicator • temperature gauge • temperature warning sound.
Fuel quality may include:	• by estimating fuel consumption at turning points • contamination • filter type and quality • fuel to oil ratio.

Electrical systems may include:	• batteries:
	  • capacity
	  • charge rate
	• fuses
	• spark plugs.

Propulsion faults may include:	• bent or broken propeller • broken shear pin or drive spline • fouling

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RANGE STATEMENT	
	• pitch.

Unit Sector(s)

Unit sector	Vessel operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFISHIP208C Operate low powered diesel engines

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves routinely operating low powered diesel engines within normal parameters. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to the operation of low powered diesel engines on a small vessel as may be used in aquaculture, fishing operations or fisheries compliance work where a maritime regulatory certification is not required. For advice on certifications refer to the current TDM07 Maritime Training Package. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained. Vessels must follow the International Convention for the Prevention of Pollution from Ships (MARPOL) requirements.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Initiate start-up and shutdown ***operations*** of low powered diesel engines	1.1. Timing and degree of preparation of engine and systems is appropriate to the intended operation. 1.2. Sequence and timing of start-up and shutdown of engine and systems meets the requirements for safe and efficient operation. 1.3. ***Engine parameters*** and instrument readings are maintained within defined levels during start-up and shutdown operations.

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ELEMENT	PERFORMANCE CRITERIA
	1.4. Deviations from the norm are promptly identified, rectified and reported. 1.5. Adjustments are made to achieve a safe, efficient and environmentally responsible operation, within own responsibility. 1.6. Sufficient notice of operations is given to enable other relevant personnel to carry out their responsibilities safely and efficiently. 1.7. Inability to start up or shut down engine as required is reported promptly and accurately to an appropriate authority.
2. Maintain output of low powered diesel engines	2.1. Engine is ***monitored*** according to ***schedules***, operating parameters and instructions. 2.2. Engine system condition is assessed accurately in light of information available from local and remote indicators and physical inspection. 2.3. Engine output meets notified demand conditions throughout normal operation. 2.4. Engine parameters are maintained within defined limits during normal running. 2.5. Sequence and timing of adjustments to engine maintain optimum safety and efficiency in achieving the desired condition.
3. Respond to irregularities	3.1. Deviations from the norm are correctly identified, rectified and reported. 3.2. ***Action taken in the event of irregularities***, defects and damage is appropriate to their significance and optimises the safety and efficiency of operations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• carrying out emergency shutdown and normal shutdown for short and long-term periods, including checks and isolation to organisational requirements • carrying out the start-up from both warm and cold conditions to standby or full

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REQUIRED SKILLS AND KNOWLEDGE

operating condition, including pre- and post- start-up checks
• monitoring aspects of the engine and system condition, including:
  • abnormalities
  • emissions
  • expansion
  • flows
  • fuel efficiency
  • fuel or oil leaks
  • levels
  • noise
  • pressure
  • speeds
  • temperatures
  • vibrations
• operating high, medium and slow speed diesel engines, including the associated systems:
  • battery power generation and use
  • control
  • cooling
  • fuel, such as diesel oil or marine diesel oil
  • lubrication
  • purification, transfer and storage
  • starting and stopping
• operating the engine in various modes, including:
  • emergency modes of operation
  • local manual operation
  • monitoring and setting restrictions on remote operation.
 	
Literacy skills used for:
• reading and completing documents for enterprise and authorities
• reading and recording operating parameters
• reading manufacturer technical information
• reading statutory regulations.
 	
Numeracy skills used for:
• reading pressure, temperature and fluid levels.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• alarm and emergency shutdown parameter values
• different types of diesel engines and their variations likely to be encountered
• engine and system operating instructions
• factors to optimise fuel efficiency
• government requirements affecting operations and MARPOL compliance
• method of operation of control systems,
• operating parameters and values
• principles relating to:
  • operation of marine diesel engines sufficient to recognise malfunction, implement initial corrective action and seek advice
  • safe operation and propulsion of a vessel
• procedures relating to:
  • sequence and timing of operations and adjustments
  • response to alarms and emergencies affecting engines, including contingency plans
  • fuel isolation procedures and likely hazards.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • operate, start up and shut down low powered diesel engines and respond appropriately to irregularities • ensure that preparations for the operations are complete • start up, shut down, monitor and operate engines in a safe manner • maintain steady running of the engine and comply with alarm acceptance procedures • carry out adjustment and regulation of engine, including to achieve optimal fuel efficiency • carry out alteration of output as required.

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EVIDENCE GUIDE	
	Assessment must confirm knowledge of: • principles of operation of marine diesel engines sufficient to recognise malfunction, implement initial corrective action and seek advice.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • operational diesel engine and system • operation procedures and policies.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • OHS hazard identification, risk assessment and control.

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RANGE STATEMENT	
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • sea survival, fire fighting at sea and first aid techniques • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use • reducing interactions with native and protected flora and fauna, marine or land parks or areas • undertaking environmental hazard

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RANGE STATEMENT	
	identification, risk assessment and control.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • hearing protection (e.g. ear plugs and ear muffs) • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective outdoor clothing for tropical conditions • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons) • waterproof clothing (e.g. wet weather gear).
Operations may include:	• emergency shutdown to minimise damage • fuelling and lubrication requirements are met • operate under direct instruction for malfunctioning engine system • manual adjustment of controls to correct minor deviation • monitoring of remote operation • start-up and shutdown of engine as a routine with the system functioning correctly.
Engine may include:	• diesel engines burning diesel oil or marine diesel oil as the power source for the propulsion of the vessels, and the power source for an auxiliary system.
Parameters may include:	• flow • levels • pressure • speeds • temperature.
Monitored may include:	• checks • frequency • fuel requirements, including energy efficiency • inspections • noise • oil or fuel leaks

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RANGE STATEMENT	
	• scope • tests • timing.
Schedules may include:	• enterprise requirements and procedures • manufacturer information • onboard management requirements • parameters and instructions.
Action to be taken in the event of irregularities includes:	• adjustment of engine and systems • appropriate investigative techniques and safety procedures • fuel and lubrication transfer contained and disposed meeting MARPOL requirements • informing authority.

Unit Sector(s)

Unit sector	Vessel operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFISHIP211C Prepare for maintenance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves preparing resources and the work area for maintenance using safe and environmentally responsible methods. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit has application to aquaculture, fishing operations and fisheries compliance where use is made of small vessels and a maritime regulatory certification is not required. For advice on certifications refer to the current TDM07 Maritime Training Package. The competency involves the maintenance of marine mechanical plant and systems, including auxiliary machinery, propulsion plant and service systems, such as LPG and fire hoses including associated pipework and fittings. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked, used and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Select and prepare resources	1.1. Materials correspond to the quantity and type as stated in work instruction or standard operating procedures (SOPs). 1.2. Equipment selected is serviceable and of the type and quantity required to carry out the specific task. 1.3. Any restrictions and variances to resources that may

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ELEMENT	PERFORMANCE CRITERIA
	impede maintenance progress or require contingency or emergency response are accurately reported to supervisor 1.4. Material and equipment are handled, stored and secured.
2. Identify and ***prepare the work*** area	2.1. Work area, machinery and equipment are confirmed as being safe for work to proceed. 2.2. Work area is appropriate to the ***operational requirements*** of the work instruction. 2.3. Work area is accessible and free from obstruction for receiving and storing materials and resources needed for the work to proceed. 2.4. Specifications, containment strategies, plans, materials and equipment are available at the workplace according to schedule and enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• communicating with supervisor on materials and equipment, safety, emergency procedures and work instructions
• carrying out maintenance of:
  • life saving and fire fighting appliances
  • steel work, both cleaning and preparation for, and application of, protective coatings
  • wires and ropes
• jointing
• lubricating
• obtaining and preparing consumables for work, including:
  • cleaning fluids and chemicals
  • greases
  • jointing materials
  • life saving and fire fighting appliances spares

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REQUIRED SKILLS AND KNOWLEDGE

- oils
- packing materials
- paints
- solvents

- packing
- preparing access and safety equipment, including:
  - bosuns' chairs
  - erection of hazard warnings, barriers and safety equipment
  - isolation of machinery, equipment and systems
  - positioning of contingency equipment
  - scaffolding and ladders
  - staging
- preparing equipment for work, including:
  - airless and air spray painting equipment
  - PPE
  - shot blasting equipment
  - water and chemical washing equipment
- preparing storage requirements for:
  - dismantled equipment and machinery necessary to progress work
  - tools, equipment and consumables during maintenance
- safely preparing electrically or pneumatically operated power tools, including:
  - high pressure equipment
  - mechanical scaling equipment
  - pistol drills
  - rotary grinders
- selecting and preparing hand tools, including:
  - chisels and nut splitters
  - files
  - hacksaws
  - packing knifes and extractors
  - pliers
  - scrapers and other abrasive materials
  - screw drivers
  - spanners
  - tinsnips and guillotine
  - wad punches
  - woodworking tools.

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REQUIRED SKILLS AND KNOWLEDGE
Literacy skills used for: • interpreting manufacturer technical information relating to maintenance requirements of equipment • interpreting statutory regulations, such as for safety and environmental hazards and controls. **Numeracy skills used for**: • reading and recording operating parameters.
Required knowledge

• government regulatory requirements and enterprise safety at work rules and regulations as they apply on board vessels, including:
  • code of safe working practices
  • entry into confined spaces
  • environmental protection
  • good vessel keeping practices
  • guarding of machinery
  • isolating systems
  • lifting equipment
  • marine safety regulations
  • PPE
  • safe movement onboard ship
• hazards and the precautions necessary to minimise risk associated with:
  • the work area, including consumables, the environment, and tools and maintenance equipment
  • preparing resources for maintenance
  • maintenance work
• preferred resources, their availability and acceptable alternatives.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • prepare resources and the work area to carry out maintenance on the vessel and its equipment • prepare materials for work • prepare equipment for maintenance • prepare the equipment and/or area to be worked on to a suitable condition to commence maintenance • store resources and dismantled machinery and systems in the work area. Assessment must confirm knowledge of: • handling of resources • procedures to apply when resources vary from requirements • strategies to minimise safety and environmental risks.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • maintenance tools and equipment • operation procedures and policies • operational machinery and equipment • safety equipment • service equipment and maintenance instructions • spares and consumables.
Method of assessment	The following assessment methods are suggested: • observation of practical demonstration • practical exercises • project work • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed with SFISHIP205C Maintain marine plant, or holistically with other units in a qualification.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations**, **licensing and other compliance requirements may include:	• business or workplace operations, policies and practices • ESD principles, environmental hazard identification, risk assessment and control • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for outdoor work, including protection from solar radiation, fall protection, confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
ESD principles may include:	• controlling of effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour

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RANGE STATEMENT	
	emissions • reducing emissions of greenhouse gases • reducing use of non-renewable resources • reducing energy use • preventing organisms from escaping into environment • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• buoyancy vest or personal floatation device (PFD) • hard hat or protective head covering • hearing protection (e.g. ear plugs and ear muffs) • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • personal locator beacon or Emergency Position Indicating Radio Beacon (EPIRB) • protective eyewear, glasses and face mask • protective outdoor clothing for tropical conditions • respirator or face mask • safety harness • sun protection (e.g. sun hat, sunscreen and sunglasses) • waterproof clothing (e.g. wet weather gear).

Prepare the work area may include:	• following documentation, including:
	  • hazard recognition, including environmental hazards checklists
	  • legislative requirements
	  • storage requirements
	  • work schedules
	  • work specifications
	• checking required consumables are available
	• required equipment and tools are available and serviceable
	• safety and environmental considerations prior to commencing work, including:
	  • access
	  • contingency equipment, including

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RANGE STATEMENT	
	containment devices • environmental risk management strategies (e.g. drainage containment) • isolation • warnings and barriers.
Operational requirements may be:	• jointing of pipework • lubrication of fittings and equipment • maintenance of: • life saving and fire fighting appliances • steel work, both cleaning and preparation for, and application of, protective coatings • wires and ropes • packing of glands.

Unit Sector(s)

Unit sector	Vessel operations

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFISTOR202C Receive and distribute product

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves accurately weighing and packaging product so that it will arrive at its destination at the appropriate temperature. Product may be fresh, frozen or live but not fed during this process. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit will has application for personnel at seafood cooperatives and other businesses where product is accepted, weighed and packed for distribution. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Receive product	1.1. Workplace is cleaned before commencement. 1.2. Product to be received is checked before weighing against the ***specification*** for the species and is visually inspected for any signs of spoilage, defects and parasites, and defective product is identified, set aside and appropriate person notified. 1.3. Accepted product is weighed, allowing for drainage of liquid from fresh product, and weight recorded. 1.4. Identification and traceability of product is checked and recorded. 1.5. The temperature of fresh and frozen product is

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ELEMENT	PERFORMANCE CRITERIA
	checked and recorded, and action taken, if necessary, to maintain temperature at level required to meet food regulations or to sustain live product.
2. Prepare product for distribution	2.1. Product is prepared, if necessary, according to customer specifications. 2.2. Damaged and defective product is set aside for disposal by appropriate person. 2.3. Product is packaged according to customer specifications, ensuring that the requirements of the transport company and relevant food regulations are met. 2.4. Product packaging is checked to ensure the product temperature remains at the required level until product is received by customer, taking full account of possible delays that may occur. 2.5. Appropriate product packaging is applied to live product, if necessary, to ensure that product remains alive during distribution. 2.6. The wellbeing of product accepted as live is ***maintained*** to ensure that it will remain alive until received by customer. 2.7. Product is labelled according to relevant food regulations, ensuring that original identification of the product can be easily established.
3. Distribute product	3.1. Product is taken to or collected by transport company and appropriate dispatch ***forms*** are completed and filed. 3.2. Temperature of fresh and frozen product before final dispatch is measured and recorded to ensure compliance with food regulations. 3.3. Water quality and temperature of live produce is measured and recorded. 3.4. Customer is notified of the time and place of product delivery and advised of consignment number or other means of identifying product.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assessing seafood quality • communicating orally to give and receive information • handling of fresh and live seafood • identifying species • using a calculator. **Literacy skills used for**: • identifying and tracing product • preparing basic invoices • reading basic order forms • reading enterprise procedures • reading outline of specifications. **Numeracy skills used for**: • calculating extensions of weight and price to give an accurate price of product • calculating total of invoice • reading a thermometer • weighing product.
Required knowledge

• common defects, diseases, parasites and spoilage pattern for species
• features of seafood species and product types
• food regulations and enterprise procedures for:
  • temperature control
  • hygienic handling and preparation of seafood
  • personal and workplace hygiene
• safe procedures for manual handling and load shifting.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • arrange for distribution by road, ship, rail or air • assess quality of product against a company specification, when received at the enterprise • comply with required food regulations and enterprise procedures • label product • safely and hygienically handle and package product • weigh product and record details. Assessment must confirm knowledge of: • common seafood defects, diseases and parasites • degree of freshness and spoilage pattern for the species • how to use a calculator • recognising dying seafood intended to be distributed alive • seafood or other aquatic species and product types.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. It should cover fresh, frozen or live fish, crustaceans and molluscs or other aquatic products, with a minimum of two (2) species from each group. Resources may include: • calculator • fish tubs • fresh, frozen and live seafood product, including at least two (2) species of fish, crustaceans and molluscs • ice, live seafood storage tanks and packaging material • sample invoices • sample workplace specifications • scales

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EVIDENCE GUIDE	
	• thermometer or temperature recording devices.
Method of assessment	The following assessment methods are suggested: • demonstration of handling and repackaging • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biosecurity, translocation and quarantine • business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies

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RANGE STATEMENT	
	or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.

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RANGE STATEMENT	
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • protective hair, beard and boot covers • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective eyewear, glasses and face mask • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).
Specification may include:	• fresh, frozen and live seafood • product form, such as whole, head on gill gutted (HOGG), fillet and peeled • quality assessment against company specifications • size, weight and grade • species, such as fish, crustaceans and molluscs, and other invertebrate.
Maintained may include:	• animal welfare is considered in selecting light, cover or substrate, species composition and stocking densities • basic water quality factors and temperature are measured and maintained during holding • equipment is cleaned and maintained in operating order during holding period • water quality and flow adjusted to suit requirement of species.

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RANGE STATEMENT	
Forms may include:	• consignment notes • invoices • records of temperature/water quality readings • statements.

Unit Sector(s)

Unit sector	Storage

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFISTOR203C Assemble and load refrigerated product

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves assembling packs/cases and loading refrigerated product onto a transport unit. It covers transferring the product from fishing vessels, packing facilities or other production facilities onto a transport vehicle, rail or air freight. For live product use SFISTOR204A Prepare, pack and dispatch stock for live transport. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit will has application for personnel at seafood cooperatives, aquaculture and fishing enterprise **Licences may be required** if operating load-shifting equipment, such as forklifts. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked and maintained.

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare transport unit	1.1. Work instructions are noted and confirmed with supervisor. 1.2. ***Transport unit*** is checked to ensure that it is clean, refrigeration or insulation is operational and is ready to accept refrigerated product.
2. Assemble and check	2.1. Product temperature and labelling are checked to

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ELEMENT	PERFORMANCE CRITERIA
product	ensure that they are correct. 2.2. Product is assembled before unloading and put onto a pallet, if required, ensuring that product temperature is not compromised whilst product is waiting to be unloaded. 2.3., Product is weighed, where required. and weight recorded. 2.4. Weighed product is re-iced, as necessary, after weighing to ensure correct temperature of product.
3. Load product	3.1. Product is carefully placed into transport unit in a manner that will ensure that the product and packaging are not compromised. 3.2. Frozen product is carefully transferred immediately from refrigerated storage into a refrigerated transport unit that is able to maintain product at correct temperature. 3.3. Records of product loaded, number of packs/cases/pallets, product identification codes, product temperature and consignment documentation are collected and checked. 3.4. Documentation is returned to the supervisor at the workplace.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assembling fresh and frozen product • communicating orally to give and receive information • icing fresh product • identifying species • maintaining records • using weighing scales. • ***Literacy skills used for***:

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REQUIRED SKILLS AND KNOWLEDGE
• reading and checking a consignment note • reading and following OHS standards • recording information about weight. ***Numeracy skills used for***: • assembling product as directed • counting accurately • reading a thermometer • weighing fish.
Required knowledge
• hygienic handling and transport of fresh and frozen products • personal, workplace and product hygiene • safe procedures for manual handling and load shifting • temperature storage and handling requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm ability to: • assemble and load fresh and frozen product • ensure product temperature always conforms to national, state or territory food safety regulations • maintain personal, workplace and product hygiene • record weights, container numbers and product identification. Assessment must confirm knowledge of: • hygiene requirements • temperature requirements.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. Resources may include: • consignment notes • fish tubs, cases, styrene boxes and cardboard boxes • fresh seafood product • frozen seafood product • ice • pallets • product labels • scales • thermometers.
Method of assessment	The following assessment methods are suggested: • demonstration, such as weighing and transferring fresh and frozen product onto a refrigerated van • written or oral questions relating to required knowledge.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• biosecurity, translocation and quarantine • business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control

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RANGE STATEMENT	
	• food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood

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RANGE STATEMENT	
	premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • protective hair, beard and boot covers • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective eyewear, glasses and face mask • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).
Transport unit may include:	• air transport • insulated vehicles for fresh product • rail transport

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RANGE STATEMENT	
	• refrigerated containers • refrigerated trucks for fresh and frozen product.

Unit Sector(s)

Unit sector	Storage

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFISTOR204A Prepare, pack and dispatch stock for live transport

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves preparing, packing and dispatching wild caught (fished), cultured or held stock for live transport to facilities beyond the fishing vessel, aquaculture, ornamental or live holding enterprise. It covers preparing the packing container and equipment, preparing and handling live stock, using packaging materials and dispatching the stock. This unit does not deal with the transport of genetic material (unfertilised eggs, sperm, gonadal tissue and other tissue cultures) which requires specialised conditions and may be subject to certain regulations. For non-live product refer to SFISTOR205A Prepare, pack and dispatch non-live product. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked and

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	maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare transport container and equipment	1.1. Workplace is cleaned before commencement. 1.2. ***Transport container and other equipment*** are collected and checked for serviceability.

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ELEMENT	PERFORMANCE CRITERIA
	1.3. Sub-standard equipment is repaired, discarded or replaced. 1.4. Packaging materials and water, if required, are prepared. 1.5. Transport container complies with ***transport requirements or regulations***. 1.6. Transport water or substrate is added to appropriate quality and quantity.
2. Prepare and treat stock for dispatch	2.1. ***Stock*** is checked against ***order specifications***. 2.2. Stock is visually inspected for any signs of damage, defects and parasites, and suitability for live transport and defective stock identified, set aside and supervisor notified. 2.3. Accepted stock is weighed or counted and data recorded. 2.4. Stock is ***prepared for transport*** in ***preparation container***. 2.5. Stock behaviour is observed, stress lowered and abnormalities reported to supervisor.
3. Pack stock	3.1. Stock is introduced into transport container in a way to minimise stress. 3.2. ***Water quality*** or ***environmental conditions*** and stock condition are monitored and adjusted according to species requirements during transport. 3.3. Amount of water or substrate is adjusted to required level. 3.4. Air is expelled and oxygen added to required level or air holes are checked. 3.5. Cooling or heating is applied, if required. 3.6. Anaesthetics and water conditioner are added, if required.
4. Dispatch stock	4.1. Checks are made on equipment, water quality factors or environmental conditions to ensure that stock will remain alive until received by customer. 4.2. Transport container is sealed and outside of container labelled ensuring that original identification of the product can be easily established. 4.3. Containers are taken to loading bay for dispatch, and checks made to ensure all back-up equipment and adequate spares are available during transport.

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ELEMENT	PERFORMANCE CRITERIA
5. Complete post-packing tasks	5.1. Clean up of work area, including repairs and storage of equipment is supervised, and condition report prepared. 5.2. Relevant packing data, observations or information are recorded legibly and accurately, and any out of range or unusual records are checked. 5.3. Non-compliances are conveyed to supervisor. 5.4. Feedback is sought on effectiveness of the packing activities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assessing seafood quality • communicating orally to give and receive information • handling of live stock • identifying species • using a calculator. **Literacy skills used for**: • identifying and tracing product • interpreting basic order forms • interpreting enterprise procedures • interpreting outline of specifications • preparing basic invoices • recording packing data and observations • safe procedures for manual handling and load shifting. **Numeracy skills used for**: • calculating total of invoice • counting stock and containers • measuring volume and mass of stock.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge

• local and export regulations with respect to packing live stock
• species' requirements for travel including:
  • air or dissolved oxygen
  • humidity
  • light
  • moisture
  • substrate
  • temperature
  • water (some species may be transported dry).

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • prepare, treat and pack live stock for transport in a manner that takes into account order specifications and species' requirements whilst in transport • recognising dying seafood intended to be distributed alive. Assessment must confirm knowledge of: • transport, handling and packaging methods appropriate for the species • common seafood defects, diseases and parasites • how to use a calculator • seafood or other aquatic species and product types.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. It should cover live fish, crustaceans and molluscs or other aquatic products

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EVIDENCE GUIDE	
	common to the region and the packaging and transport methods in use. At least two (2) different species, product types or sizes should be involved. Resources may include: • calculator • data sheets for recording information • labelling materials and tools • order specifications • packaging materials and container labels • sample invoices • sample workplace specifications • scales • stock in sufficient quantity to fill the container • transport vessel container and other equipment • transport water or substrate.
Method of assessment	The following assessment methods are suggested: • demonstration, such as handling and packaging • practical activities • written or oral short-answer testing.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** are followed	• biosecurity, translocation and quarantine • business or workplace operations, policies and practices • correct marketing names and labelling

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RANGE STATEMENT	
including:	• environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk

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RANGE STATEMENT	
	minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include	• gloves, mitts or gauntlets, and protective hand and arm covering • protective hair, beard and boot covers • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective eyewear, glasses and face mask • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).
Transport container and other	• activated carbon or zeolites additives for

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RANGE STATEMENT	
equipment may include:	transport water • addition of water conditioners or antibiotics to transport water • bubble wrap and cling wrap • cardboard box and outer coverings • container divisions that separate stock • cooling device, such as thermofreeze pack or ice bottle • fish bin • fish transporter, including backup equipment • foam lining • foam or plastic esky or cooler • heating device, such as bag of warm water or heated thermofreeze pack • insulation cover • jute or woven shellfish bag • oxygen supply, such as oxygen cylinder, air stone, tablet and generator • plastic bags and liners • polystyrene foam box • spare parts and equipment • substrate, such as plastic mesh, coconut fibre, sawdust, wood, wool, paper cuttings or cotton wool • tanker • ties, labels, rings and tape • transport water • waxed cardboard box.
Transport requirements or regulations may include:	• airline requirements • AQIS requirements (imports and exports) • exotic or pest species • humane handling of animals • labelling for stock traceability • movement of native animals • road and rail transport regulations • translocation of wild caught stock or hatchery-bred stock.

Stock may include:	• for live transport in water:
	  • aquatic plants (cuttings or whole plants)
	  • freshwater, brackish water and marine fin fish and other aquatic animals

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RANGE STATEMENT	
	• live rock, corals and other invertebrates • ornamental and aquarium animals • for live transport without water or supplementary oxygen: • abalone • aquatic plants (cuttings or whole plants) • bugs • crabs • eels • freshwater crayfish • Kuruma Prawns • oysters, mussels and other bivalves • rock lobsters • types for live transport: • adults that are close to market size • aquatic plants or seaweeds/macro-algae • broodstock • fertilised eggs (fin fish or reptiles) • juveniles, including fry, fingerlings, smolt, seed, spat and hatchlings • larvae fin fish, molluscs, crustaceans and other invertebrates • micro-algae or live feeds • sub-adults.
Order specifications may include:	• appendage length, such as fins, legs, tails and claws-fin factor • body shape • colour • conditions factor • numbers • packing and labelling instructions • quality • sex • size • species.
Prepared for transport may include:	• addition of anaesthetics, water conditioners, probiotics, Vitamin C or antibiotics • lowering of ambient or water temperature • prophylactic treatment for removal of parasites

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RANGE STATEMENT	
	• purging (holding in clean water whilst digestive tracts are emptied) • quarantine.
Preparation container may include:	• bin or bucket • flow through • glass aquaria • net, cage or pen • race way • recirculating • static • tank.
Water quality factors may include:	• alkalinity • ammonia • carbon dioxide • dissolved oxygen • hardness • nitrate • nitrite • pH • salinity • temperature • turbidity.
Environmental conditions may include:	• humidity • light • temperature.

Unit Sector(s)

Unit sector	Storage

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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SFISTOR205A Prepare, pack and dispatch non-live product

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves accurately weighing and correctly packaging fresh or frozen product so that it will arrive at its destination at the appropriate temperature. For live stock refer to SFISTOR204A Prepare, pack and dispatch stock for live transport. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit will apply particularly to persons employed at seafood cooperatives and other businesses where product is accepted, weighed and packed for dispatch. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** (***PPE***) is selected, checked and maintained

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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare product	1.1. Workplace is cleaned before commencing. 1.2. Product to be received is checked before weighing, against the ***specification*** for the species and is visually inspected for any signs of spoilage, defects and parasites. 1.3. Defective product is identified and set aside, and supervisor is notified. 1.4. Accepted product is weighed allowing for drainage

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ELEMENT	PERFORMANCE CRITERIA
	of liquid from fresh product, and weight recorded. 1.5. Identification and traceability of product is checked and recorded. 1.6. The temperature of fresh and frozen product is checked and recorded, and action taken, if necessary, to reduce temperature to level required.
2. Pack product for dispatch	2.1. Product is prepared, if necessary, according to customer specifications. 2.2. Product is packaged according to customer specifications and ***transport requirements and regulations***. 2.3. Product packaging is checked to ensure the product temperature remains at the required level until product is received by customer, taking full account of possible delays that may occur. 2.4. Product is labelled ensuring that original identification of the product can be easily established.
3. Dispatch product	3.1. Product is taken to, or collected by, transport company and appropriate dispatch ***forms*** are completed and filed. 3.2. Temperature of fresh and frozen product before final dispatch is measured and recorded. 3.3. Customer is notified of the time and place of product delivery and advised of consignment number or other means of identifying product.
4. Complete post-packing tasks	4.1. Clean up of work area, including repairs and storage of equipment is supervised, and condition report prepared. 4.2. Relevant packing data, observations or information are recorded legibly and accurately, and any out of range or unusual records are checked. 4.3. Non-compliances are conveyed to supervisor. 4.4. Feedback is sought on effectiveness of the packing activities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assessing seafood quality • communicating orally to give and receive information • handling of fresh and live frozen seafood • identifying species • using a calculator. **Literacy skills used for**: • identifying and tracing product • interpreting basic order forms • interpreting enterprise procedures • interpreting outline of specifications • preparing basic invoices • recording packing data and observations. **Numeracy skills used for**: • calculating extensions of weight and price to give an accurate price of product • calculating total of invoice • reading a thermometer • weighing product.
Required knowledge

• common defects, diseases and parasites, and spoilage pattern for species
• food regulations and enterprise procedures for:
  • temperature control
  • hygienic handling and preparation of seafood
  • personal and workplace hygiene
• safe procedures for manual handling and load shifting.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • assess quality of seafood or other aquatic product when received at the enterprise against a company specification • comply with required food regulations and enterprise procedures • safely and hygienically handle and package product for distribution by road, rail, ship or air • weigh product. Assessment must confirm knowledge of: • common seafood defects, diseases and parasites • degree of freshness and spoilage pattern for the species or product • how to use a calculator • seafood or other aquatic species and product types.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. It should cover fresh, frozen or live fish, crustaceans and molluscs or other aquatic products, with a minimum of two species from each group. Resources may include: • calculator • data sheets for recording information • fish tubs or other transport containers • fresh, frozen and live seafood or other aquatic product, including at least two (2) species of fish, crustaceans and molluscs, or same species of different sizes • ice, live seafood storage tanks • packaging materials • sample invoices • sample workplace specifications • scales

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EVIDENCE GUIDE	
	• thermometer or temperature recording devices.
Method of assessment	The following assessment methods are suggested: • demonstration of handling and repackaging • written or oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** are followed including:	• biosecurity, translocation and quarantine • business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • health and welfare of aquatic animals • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies

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RANGE STATEMENT	
	or standards • hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.

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RANGE STATEMENT	
ESD principles may include:	• applying animal welfare ethics and procedures • controlling effluents, chemical residues, contaminants, wastes and pollution • improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • preventing live cultured or held organisms from escaping into environment • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include	• gloves, mitts or gauntlets, and protective hand and arm covering • protective hair, beard and boot covers • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective eyewear, glasses and face mask • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).
Specification may include:	• fresh or frozen seafood and other aquatic products • product form, such as whole, head on gill gutted (HOGG), fillet, portioned, shucked and peeled • quality assessment against company specifications • size, weight grade, condition and fullness • species, such as fish, crustaceans, molluscs and other invertebrates.
Transport requirements and regulations may include:	• airline requirements • AQIS requirements (imports and exports) • labelling for product traceability • road and rail transport regulations.
Forms may include:	• consignment notes • invoices

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RANGE STATEMENT	
	• records of temperature readings • statements.

Unit Sector(s)

Unit sector	Storage

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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SFISTOR301C Operate refrigerated storerooms

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit of competency involves the management of cool rooms and freezer storage rooms. It includes setting up the room to ensure correct air flow, product storage temperature, stock rotation and placement of product to avoid cross-contamination. Licensing, legislative, regulatory or certification requirements may apply to this unit. Therefore it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	**Licences may be required** if operating load-shifting equipment, such as forklifts. All enterprise or workplace procedures and activities are carried out according to ***relevant government regulations***, ***licensing and other compliance requirements***, including ***occupational health and safety*** (***OHS***) ***guidelines***, ***food safety and hygiene regulations and procedures*** and ***ecologically sustainable development*** (***ESD***) ***principles***. Equipment operation, maintenance, repairs and calibrations are undertaken in a safe manner that conforms to manufacturer instructions. Appropriate ***personal protective equipment*** is selected, checked and maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Set up refrigerated storage rooms	1.1. Shelving or other appropriate material for storage of product is placed into refrigerated equipment rooms to allow even flow of refrigerated air throughout room and between products. 1.2. Door/closing alarm system is checked to be fully operational. 1.3. Lighting is checked to ensure safe working conditions within the closed room. 1.4. On/off switches are checked to be fully operational to ensure that the cooling system is not inadvertently switched off. 1.5. Air curtain or plastic strips across the door of the

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ELEMENT	PERFORMANCE CRITERIA
	storage room is operational, to ensure minimal temperature fluctuations. 1.6. Temperature probes or temperature data loggers are used to check and record temperatures of the storage room. 1.7. Maintenance requests are made in a timely manner to appropriate personnel.
2. Place product in refrigerated storage rooms	2.1. Product is placed in the refrigerated storage rooms in a timely manner on its arrival at the workplace. 2.2. Temperature of warm product is reduced before being placed in the refrigerated storage rooms. 2.3. Product to be placed into the refrigerated storage rooms is checked to ensure that its label is intact and legible. 2.4. Product without adequate labelling is set aside and reported to the appropriate person. 2.5. Chilled or frozen product is placed on shelving or other appropriate system to ensure that correct air flow is maintained to keep product at the required temperature. 2.6. Product is placed and stored in rooms on a 'first-in-first-out' (FIFO) basis and in a way that its label can be easily seen. 2.7. Fresh product is stored in a way that ensures that there is no contamination from one product to another. 2.8. Product is stacked on top of other product making use of ***load-shifting equipment*** and safe manual handling procedures.
3. Maintain stock in refrigerated storage rooms	3.1. Fresh product is checked, to ensure that there is sufficient ice mixed throughout and covering product. 3.2. Potable ice is collected and moved using clean shovels and bins. 3.3. Cross-contamination is avoided by ensuring that product is correctly placed on shelving.
4. Stocktake product	4.1. Fresh product is checked for freshness and signs of spoilage and unsatisfactory product disposed of. 4.2. Count ***records*** on fresh product are entered daily. 4.3. Records on frozen product are made on a regular basis as indicated in enterprise procedures.

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ELEMENT	PERFORMANCE CRITERIA
5. Clean refrigerated storage rooms	5.1. Cool rooms are cleaned using chemicals and equipment consistent with enterprise procedures and ensuring product is not contaminated. 5.2. Frozen storage rooms are regularly swept and kept tidy. 5.3. Vermin are controlled using methods consistent with enterprise procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assessing seafood freshness and shelf life • communicating orally to give and receive information • using cleaning chemicals and cleaning equipment • using computer technology to download temperature data logs • using forklifts and manual lifting equipment. **Literacy skills used for**: • completing basic temperature monitoring forms • identifying and tracing product • reading and applying enterprise safety procedures • reading and following enterprise procedures. **Numeracy skills used for**: • interpreting graphs/charts of temperature recordings • reading and interpreting thermometers accurately • reading weights accurately.
Required knowledge
• hygienic handling and storage of fresh and frozen seafood • personal, workplace and product hygiene • safe procedures for cold and confined spaces, manual handling and load shifting • stock rotation principles.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment evidence required to demonstrate competence in this unit	Assessment must confirm the ability to: • ensure compliance with enterprise procedures and food safety regulations • set up and place product into a refrigerated storage room. Assessment must confirm knowledge of: • FIFO system of stock rotation • safe working practices for cold and confined spaces, and load shifting • temperature storage requirements of fresh and frozen product.
Context of and specific resources for assessment	Assessment is to be conducted at the workplace or in a simulated work environment. It should cover the handling and refrigeration of fresh whole fish, fish fillets, opened raw oysters and cooked crustaceans. Resources may include: • chiller and fresh seafood, including whole fish, fish fillets, opened raw oysters and cooked crustaceans • freezer storage room and cartons of frozen product • product with different date-of-production labels • ice and ice-moving equipment • temperature recording devices.
Method of assessment	The following assessment methods are suggested: • third-party report from work supervisor • structured activities to: • assess refrigerated storage rooms for compliance

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EVIDENCE GUIDE	
	with enterprise standards • stock a chiller with fresh product • read and interpret labelling on frozen fish cartons • workplace documentation, such as temperature logs and graphs • written and oral questions.
Guidance information for assessment	This unit may be assessed holistically with other units within a qualification.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant government regulations, ***licensing and other compliance requirements*** may include:	• business or workplace operations, policies and practices • correct marketing names and labelling • environmental hazard identification, risk assessment and control • food safety/Hazard Analysis Critical Control Point (HACCP), hygiene and temperature control along chain of custody, and Australian Quarantine Inspection Service (AQIS) Export Control (Fish) orders • OHS hazard identification, risk assessment and control.
OHS guidelines may include:	• appropriate workplace provision of first aid kits and fire extinguishers • clean, uncluttered, hygienic workplace • codes of practice, regulations and/or guidance notes which may apply in a jurisdiction or industry sector • enterprise-specific OHS procedures, policies or standards

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RANGE STATEMENT	
	• hazard and risk assessment of workplace and maintenance activities and control measures • induction or training of staff, contractors and visitors in relevant OHS procedures and/or requirements to allow them to carry out their duties in a safe manner • OHS training register • safe lifting, carrying and handling techniques, including manual handling, and the handling and storage of hazardous substances • safe systems and procedures for confined space entry and the protection of people in the workplace • systems and procedures for the safe maintenance of property, machinery and equipment, including hydraulics and exposed moving parts • the appropriate use, maintenance and storage of PPE.
Food safety and hygiene regulations and procedures may include:	• Australian Shellfish Sanitation program • equipment design, use, cleaning and maintenance • exporting requirements, including AQIS Export Control (Fish) orders • HACCP, food safety program, and other risk minimisation and quality assurance systems • location, construction and servicing of seafood premises • people, product and place hygiene and sanitation requirements • Primary Products Standard and the Australian Seafood Standard (voluntary) • product labelling, tracing and recall • receipt, storage and transportation of food, including seafood and aquatic products • requirements set out in Australian and New Zealand Food Authority (ANZFA) Food Standards Code and state and territory food regulations • temperature and contamination control along chain of custody.
ESD principles may include:	• controlling effluents, chemical residues, contaminants, wastes and pollution

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RANGE STATEMENT	
	• improving energy efficiency • increasing use of renewable, recyclable and recoverable resources • minimising noise, dust, light or odour emissions • reducing emissions of greenhouse gases • reducing energy use • reducing use of non-renewable resources • undertaking environmental hazard identification, risk assessment and control.
PPE may include:	• gloves, mitts or gauntlets, and protective hand and arm covering • protective hair, beard and boot covers • insulated protective clothing for freezers or chillers and refrigeration units • non-slip and waterproof boots (gumboots) or other safety footwear • protective eyewear, glasses and face mask • uniforms, overalls or protective clothing (e.g. mesh and waterproof aprons).
Load-shifting equipment may include:	• forklift • manual lifting equipment.
Records may include:	• enterprise stocktake forms • enterprise temperature monitoring sheets.

Unit Sector(s)

Unit sector	Storage

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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ACMCAS305A Maintain aquascapes and aquatic animals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the process of monitoring illness and/or abnormal behaviour in aquatic animals, collecting and analysing water samples and administering treatments. Licensing, legislative, regulatory or certification requirements may apply to this unit in relation to the protection of reptiles and amphibians. Therefore, it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Application of the Unit

Application of the unit	This unit is applicable to those working in the companion animal industry sector. It relates to the maintenance of aquascapes and aquatic animals, including fish, amphibians and some reptiles. In addition to legal and ethical responsibilities, all units of competency in the ACM10 Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to exhibit appropriate care for animals so that stress and discomfort is minimised.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Follow effective personal health management practices	1.1. Personal hygiene and cleanliness standards are maintained in accordance with ***occupational health and safety*** (***OHS***) and organisational policies and procedures. 1.2. ***Disease agents*** and their impact on aquatic animals are identified. 1.3. Work practices are implemented to protect oneself from, and minimise spread of, ***zoonotic diseases***.
2. Identify unhealthy aquatic animals	2.1. ***Unhealthy*** aquatic animals are identified and information is recorded in accordance with organisational policies and procedures. 2.2. ***Injured*** aquatic animals are recognised and reported

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ELEMENT	PERFORMANCE CRITERIA
	to supervisors. 2.3. Aquatic animal ***abnormal behaviour*** and condition are recognised and reported to supervisors. 2.4. Records for unhealthy aquatic animals are maintained in accordance with organisational policies and procedures.
3. Sample, analyse and adjust aquascape water quality	3.1. Water samples are collected using correct equipment, in accordance with organisational policies and procedures. 3.2. Samples are ***tested*** using appropriate equipment in accordance with manufacturers' directions. 3.3. Sampling results are recorded in accordance with organisational policies and procedures. 3.4. ***Water quality is adjusted*** to better suit the requirements of the aquascape and species. 3.5. Optimum water quality records for the aquascape and species are maintained in accordance with industry requirements.
4. Administer aquatic animal treatments	4.1. Broad categories of ***parasitic infestations*** and/or ***viral***, ***fungal and bacterial diseases*** are identified. 4.2. Appropriate and authorised ***aquatic animal treatments*** are administered in accordance with organisational policies and procedures. 4.3. ***Preventative medicine programs*** for internal and external parasites are implemented in accordance with organisational policies and procedures. 4.4. Treatments and medicines are correctly stored in accordance with organisational policies and procedures and legislative requirements. 4.5. Records for treatments and medicine programs are maintained in accordance with organisational policies and procedures and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE

- adjust water quality and conditions to suit aquascape and species requirements
- administer appropriate and authorised aquatic animal treatments
- apply organisation policies, procedures and requirements
- complete relevant work-related documents
- employ safe and environmentally responsible organisational systems and procedures when working with and handling aquatic animals
- maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection
- recognise behaviours and conditions that could be indicative of possible aquatic animal health problems
- literacy skills to read and follow organisation policies and procedures, including OHS and waste management procedures and other organisational policies and procedures; follow sequenced written instructions including treatment instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
- oral communication skills/language to fulfil the job role as specified by the organisation, including questioning techniques, active listening, asking for clarification and consulting with supervisors
- numeracy skills to estimate, calculate and record routine workplace measures and treatment doses
- interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
- problem-solving skills to use available resources and prioritise daily tasks
- use safe manual handling techniques and/or equipment
- use safe waste handling and disposal procedures.

Required knowledge

- appropriate and authorised aquatic animal treatments
- basic aquatic animal biology
- broad categories of parasitic infestations and/or viral, fungal and bacterial diseases
- general maintenance and cleaning of aquaria
- normal and abnormal behaviour of aquatic species
- organisation policies, procedures and requirements, including OHS and emergency procedures
- preventative medicine programs for internal and external parasites
- principles of animal welfare and ethics
- relevant OHS and animal welfare legislative requirements and codes of practice, including environmental regulations
- relevant recordkeeping systems
- safe aquatic animal handling techniques and procedures
- safe work practices

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REQUIRED SKILLS AND KNOWLEDGE
• signs of common aquatic animal diseases and parasitic infestations and their transmission between aquatic animals • water quality adjustment procedures, including water chemistry • water sampling, testing and analysis procedures and techniques • working knowledge of ideal water conditions and quality for a range of aquatic animals, including Ph, nitrate, nitrite, ammonia, salinity, calcium and hardness • working knowledge of chemicals used to correct water conditions and the water quality of aquascapes • workplace hygiene standards, disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials • zoonotic diseases.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competence in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit. Assessors should ensure that candidates can: • monitor and maintain effective aquatic animal health-management practices in accordance with organisational policies and procedures • comply with relevant legislation, regulations and codes of practice, including animal welfare and OHS • identify aquatic animals showing signs of poor health, injuries or abnormal behaviour • administer authorised aquatic animal treatments and implement preventative medicine programs • collect and test water samples and adjust water quality to suit the aquascape and species requirements as required • maintain records and required documentation.

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EVIDENCE GUIDE	
	The skills and knowledge required to maintain aquascapes and aquatic animals must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.
Context of and specific resources for assessment	Assessment of this unit is to be practical in nature and will most appropriately be assessed in an aquaria services workplace or in a situation that reproduces normal work conditions. There must be access to a range of aquatic animal breeds and species as well as the appropriate equipment and/or resources to enable one to demonstrate competence.
Method of assessment	To ensure consistency in one's performance, competency should be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances and where possible, over a number of assessment activities. The assessment strategy must include practical skills assessment. Suggested strategies for this unit are: • written and/or oral assessment of candidate's required knowledge • observed, documented and first-hand testimonial evidence of candidate's application of practical tasks • simulation exercises that reproduce normal work conditions • third-party evidence • workplace documentation • portfolio. This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.
Guidance information for assessment	Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
OHS risks when handling animals may include:	• animal bites, envenomation, kicks, scratches and crush injuries • biological hazardous waste and sharps disposal • handling of chemicals and medicines • gas leakage • inhalation of aerosol particles • intraocular contamination • manual handling, including carrying, lifting and shifting • needle pricks and cuts from other sharps • release of infective agents (animal and human) • slippery or uneven work surfaces • zoonoses.

Disease agents may include:	• infectious disease agents:
	  • bacteria
	  • fungi
	  • internal and external parasites
	  • virus
	• non-infectious disease agents:
	  • allergies
	  • chemical toxicities
	  • metabolic
	  • neoplastic
	  • nutritional
	  • physical trauma.

Zoonotic diseases may include:	• bacterial and endo-parasites (e.g. protozoa) • different types of salmonella infections.
Signs of ***unhealthy*** or ***injured*** animals may include:	• abnormal faeces colour, texture quantity • blisters or other skin lesions, dead or peeling

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RANGE STATEMENT	
	skin • clamping of fins and tail with presence of blood streaks • difficulty breathing • difficulty in sloughing old skins • irregular colouration on shell • loss of righting behaviour • one or both eyes protruding • presence of parasites on skin surface or trailing from body cavities • swelling • wounds.
Signs of ***abnormal behaviour*** may include:	• aggression or docility (depending on animal) • inappetence • lethargy.
Water sampling ***tests*** and analysis may include:	• ammonia • calcium • hardness • pH • salinity • temperature.
Water quality adjustment may involve:	• correcting chemical imbalances • partial water change • raising or lowering of pH or hardness.
Parasitic infestations may include:	• anchor worm • fish lice • flukes • parasitic protozoa.
Viral, ***fungal and bacterial diseases*** may include:	• body fungus • dropsy • fin and tail rot • mouth fungus.
Aquatic animal treatments may be administered via:	• dips and bathes • food and water preparations • liquids • pastes • soluble powers • tablet • topical applications.

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RANGE STATEMENT	
Preventative medicine programs may include:	• anti-parasitic water treatments • food preparations.

Unit Sector(s)

Unit sector	Companion animal services

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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ACMCAS403A Design, construct and maintain aquascapes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the process of designing, constructing and maintaining aquascapes for a range of aquaria, including ponds, waterfalls and water features. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	This unit is applicable to those working in the companion animal industry sector where aquascapes are designed, constructed and maintained for clients to house aquatic animals, such as fish, amphibians and some reptiles. In addition to legal and ethical responsibilities, all units of competency in the ACM10 Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to exhibit appropriate care for animals so that stress and discomfort is minimised.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify client needs	1.1. Types of ***aquaria*** and proposed species to be housed are established. 1.2. Proposed location and climatic conditions affecting design are identified. 1.3. Special installation and/or maintenance requirements are confirmed with client. 1.4. Advice on suitability of species and location is provided to client.
2. Prepare ***aquascape design***	2.1. Appropriate ***heating***, ***lighting and filtration*** requirements are identified and selected according to the design parameters. 2.2. ***Plants***, ***features*** and substrate materials are selected according to the design parameters. 2.3. Aquascape design is prepared in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	industry best practice and client needs.
3. Establish aquascape	3.1. ***Tools***, ***equipment*** and materials appropriate to the job and ***occupational health and safety*** (***OHS***) requirements are selected and used, including ***personal protective equipment***. 3.2. Substrate is established, using appropriate materials in accordance with the design. 3.3. Aquascape features and plants are installed and secured in accordance with the design and industry standards. 3.4. Installation, testing and commissioning of lighting, heating and filtration systems are conducted in accordance with manufacturers' requirements. 3.5. Ongoing maintenance requirements are discussed with client in preparation for handover. 3.6. Waste from construction and installation is collected, treated and disposed of or recycled in accordance with organisational and environmental requirements. 3.7. Worksite, tools and equipment are cleaned, returned to operating order and stored according to OHS and organisational requirements.
4. Maintain aquascapes	4.1. ***Water sampling and testing*** are conducted in accordance with species type and environmental requirements. 4.2. Isolation of electrical equipment prior to maintenance is proven using appropriate techniques, procedures and equipment. 4.3. ***Service and repairs*** are carried out according to manufacturers' specifications and organisational requirements. 4.4. Health of aquaria and plants is monitored and reported. 4.5. ***Complex faults*** are identified and referred for specialist advice and/or remedial action in accordance with organisational requirements. 4.6. Accurate records are maintained in accordance with industry requirements and organisational policies and procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- adjust water quality and conditions to suit aquascape and species requirements
- collect and test water samples using appropriate equipment correctly
- construct advanced aquascapes
- employ safe and environmentally responsible organisational systems and procedures when working with and handling aquatic animals
- maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection
- maintain records and write workplace documents
- recognise behaviours and conditions that could be indicative of possible aquatic animal health problems
- literacy skills to read and follow organisation policies and procedures, including OHS and waste management procedures and other organisational policies and procedures; follow sequenced written instructions including treatment instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
- oral communication skills/language to fulfil the job role as specified by the organisation, including questioning techniques, active listening and asking for clarification
- numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
- problem-solving skills to use available resources and prioritise daily tasks
- use safe manual handling techniques and/or equipment
- use safe waste handling and disposal procedures.

Required knowledge

- aquatic animal biologyrelated to the care and wellbeing of commonly held species
- aquaria water chemistry including water quality adjustment procedures and chemicals used to correct water conditions of aquascapes
- appropriate aquaria heating, lighting and filtration systems
- environmental requirements for commonly held species
- general maintenance and cleaning of aquaria
- load-bearing capacity of architectural structures
- normal and abnormal behaviour of aquatic species
- organisation policies, procedures and requirements, including OHS and emergency

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REQUIRED SKILLS AND KNOWLEDGE
procedures • plants, features and substrate materials suitable for aquascapes • principles of animal ethics and welfare • relevant OHS and animal welfare legislative requirements and codes of practice, including environmental regulations • relevant recordkeeping systems • safe aquatic animal handling techniques and procedures • safe work practices • signs of common aquatic animal diseases and parasitic infestations and their transmission between aquatic animals • water sampling, testing and analysis procedures and techniques • ideal water conditions and quality for a range of aquatic animals, including Ph, nitrate, nitrite, ammonia, salinity, calcium and hardness • workplace hygiene standards, disinfectants, cleaning agents, cleaning techniques and cleaning equipment and materials • zoonotic diseases associated with animal care and methods of prevention and control.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit. Assessors should ensure that candidates can: • identify client's needs and produce a range of aquascape designs that provides a suitable environment for the selected species and desired features • construct aquascapes in accordance with OHS and organisation policies and procedures • identify cause and effect of environmental problems and implement corrective action

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EVIDENCE GUIDE	
	• apply correct cleaning and maintenance techniques • maintain records and required documentation. The skills and knowledge required to design, construct and maintain aquascapesmust be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.
Context of and specific resources for assessment	Assessment of this unit is to be practical in nature and will be most appropriately assessed in companion animal workplaces that design, construct and maintain aquascapes for clients or in a situation that reproduces normal work conditions. There must be access to a range of aquatic species or breeds as well as the relevant information, materials and documentation.
Method of assessment	To ensure consistency in one's performance, competency should be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and over a number of assessment activities. The assessment strategies must include practical skills assessment. Suggested strategies for this unit are: • written and/or oral assessment of candidate's required knowledge • observed, documented and firsthand testimonial evidence of candidate's application of practical tasks • simulation exercises that reproduce normal work conditions • workplace documentation (e.g. aquascape design plans) • third-party evidence • portfolio. This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.

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EVIDENCE GUIDE	
Guidance information for assessment	Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Aquaria may include:	• fresh and marine aquaria, pools and water features.
Aquascape design may include:	• air pumps and water pumps • lighting • mechanical and electrical devices • natural and artificial features • substrate material.
Heating, ***lighting and filtration equipment*** used in an aquascape may include:	• advanced systems, including ultraviolet (UV) and ozone • energy requirements of pumping system and its suitability for aquaria selected • heating systems, including gas, electric and solar • infrastructure, including seepage pits and permaculture considerations • lighting systems, including UV, fluorescent, incandescent, metal halide and mercury vapour • mechanical, chemical and biological filtration systems.
Plants and features may include:	• natural and artificial plants.
Tools and equipment may	• surveying and levelling equipment: • levels and pegs

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RANGE STATEMENT	

include:	• notebook, pencil and calculator
	• tools:
	  • hammers
	  • hose and hose fittings
	  • rakes
	  • rollers
	  • shovels and spades
	  • wheelbarrows

OHS hazards associated with the installation and maintenance of aquascape systems may include:	• disturbance of utilities and services • hazards from the use of hired equipment • moving machinery, powered equipment and hand tools • solar radiation, dust and noise • uneven surfaces and holes • working in confined spaces and water hazards.
Personal protective equipment may include:	• animal handling gauntlets • gloves • overalls • hard hats • hearing or eye protection • respirators or face masks • sun hats and sunscreen lotion • work boots.
Water sampling and testing may include:	• tests for pH, salinity, chlorine, electro-conductivity, chloride, calcium carbonate, iron, turbidity and biological oxygen demand.
Service and repairs may include:	• cleaning a range of aquaria surfaces, including glass, concrete and plastic • maintaining a range of filtration, pumping and heating systems • maintaining seepage pits and permaculture environments • salinity control, pH correction and chlorine neutralisers • water stabilizers.
Complex faults may include:	• problems that are beyond the scope of service personnel and require the services of a licensed electrical tradesperson: • construction issues

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RANGE STATEMENT	
	• power supply issues • plumbing issues • water quality issues.

Unit Sector(s)

Unit sector	Companion animal services

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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AHCAGB301A Keep records for a primary production business

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of keeping records for a primary production business and defines the standard required to: prepare and process basic financial transactions; reconcile and prepare invoices within primary production businesses; copy and file invoices and other related documents in accordance with organisational requirements for taxation and auditing purposes.

Application of the Unit

Application of the unit	This unit requires a full range of well-developed skills where some discretion and judgement is required. The physical and financial records of the business are vital for use by management for planning purposes, meeting legislative requirements, and the efficient operation of the business on a daily basis.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare and store physical records	1.1. Physical records and inventories required for the organisation are determined in consultation with the management team. 1.2. Methods for collecting information are reliable, and time and resources are used efficiently. 1.3. Appropriate interpersonal skills are used to access relevant information from individuals and teams. 1.4. Information is organised into a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements. 1.5. Business equipment/technology is used to maintain information in accordance with organisational and Occupational Health and Safety (OHS) requirements. 1.6. Records are updated and stored in accordance with organisational requirements.
2. Process petty cash transactions	2.1. Petty cash claims and vouchers are checked for accuracy and authenticity prior to processing. 2.2. Petty cash transactions are processed and recorded in accordance with organisational requirements. 2.3. Petty cash book balanced in accordance with organisational requirements.
3. Establish and maintain a cash book in accordance with organisational	3.1. Cash receipts and payments book created, and documentation relating to financial transactions checked for validity prior to processing. 3.2. Cashbook balances reconciled with bank and

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ELEMENT	PERFORMANCE CRITERIA
requirements	creditor statements. 3.3. Cashbook balances are used to complete legislative reporting requirements. 3.4. Cash flow statements are prepared on the basis of summarised cashbook entries.
4. Reconcile invoices for payment to creditors	4.1. Adjustments and errors are identified, reported and rectified in accordance with organisational requirements. 4.2. Invoices processed and payment made in accordance with organisational requirements.
5. Prepare invoices for debtor	5.1. Invoices are prepared accurately and, if required, distributed to nominated person for verification prior to despatch. 5.2. Adjustments are made as required in accordance with organisational requirements. 5.3. Invoices and other related documents copied and filed in accordance with organisational requirements for taxation and auditing purposes.

Required Skills and Knowledge

Not Applicable

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • prepare and process basic financial transactions • reconcile and prepare invoices within primary

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EVIDENCE GUIDE	
	production businesses • copy and file invoices and other related documents in accordance with organisational requirements for taxation and auditing purposes.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Financial records may include:	• financial transactions • cashbook and invoices within a primary production business.
Physical records may include:	• property plan • livestock records • paddock treatments including spraying • rainfall records • physical production • sales data • supplies • machinery and equipment • stock records.

Unit Sector(s)

Unit sector	Agribusiness

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCAGB502A Plan and manage infrastructure requirements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers planning and managing infrastructure requirements and defines the standard required to: identify infrastructure requirements for the enterprise; source, construct and/or modify infrastructure to meet enterprise requirements; develop an infrastructure maintenance program, including scheduling and responsibilities; establish a recording system for infrastructure purchase, construction and maintenance.

Application of the Unit

Application of the unit	This unit applies to those whose job role involves planning and managing infrastructure requirements in agricultural or production horticultural enterprises.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine infrastructure requirements	1.1. Information regarding the characteristics of the products and their respective market requirements is accessed. 1.2. Characteristics of the land under production and the production processes to be used are confirmed from colleagues and other planning processes. 1.3. Historical data, including recent data, from organisational records is identified and accessed for input to infrastructure planning processes. 1.4. Information regarding other organisational planning processes and potential for improvements or innovations, is collected and used to inform the infrastructure planning process. 1.5. Requirements of the organisation are taken into consideration during analysis. 1.6. All available information is analysed, and the infrastructure required to efficiently achieve the targeted production requirements are identified and compared with those existing and available in the organisation. 1.7. Occupational Health and Safety (OHS) hazards identified, risks assessed and suitable controls are incorporated into the planning process. 1.8. Replacements, purchases and sales of plant and vehicles are planned and budgeted for according to organisational policies and procedures. 1.9. Details regarding infrastructure requirements are used as input to other organisational planning

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ELEMENT	PERFORMANCE CRITERIA
	processes.
2. Obtain, prepare or build infrastructure	2.1. Solutions to bridging the gaps between required and existing infrastructure are identified. 2.2. Preferred solution to filling gaps in required infrastructure is determined from a cost benefit analysis. 2.3. Negotiations are undertaken to obtain infrastructure or componentry at the best rate for the organisation. 2.4. Preparation work required for existing infrastructure is organised and undertaken as necessary. 2.5. Works required are planned and commissioned according to organisation requirements. 2.6. All alterations to infrastructure or new developments give due consideration to environmental and waste management requirements.
3. Manage infrastructure	3.1. Infrastructure maintenance programs are determined including scheduling and responsibilities. 3.2. Replacements, purchases and sales of plant and vehicles are undertaken according to plans made, and are in line with organisation policies and guidelines. 3.3. Any reallocations of land required are undertaken with the planning and consultation required by the organisation, and within all relevant guidelines and regulations. 3.4. Situations that require unplanned maintenance are managed within organisation guidelines and policy. 3.5. Checks are made to ensure that program specifications are adhered to and amendments are made where necessary. 3.6. Checks are made to ensure that all OHS requirements are adhered to, including the appropriate use of personal protective equipment. 3.7. Checks are made to ensure that potential detrimental environmental impacts are minimised or eliminated.
4. Record and manage information	4.1. Data, observations and documentation recorded during the production cycle are analysed against the plan according to organisation guidelines. 4.2. Recommendations for future plans are prepared based on the analysis of the data. 4.3. A report is prepared that documents the plans implementation according to the organisations requirements and guidelines.

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ELEMENT	PERFORMANCE CRITERIA
	4.4. Records and documentation are created, maintained and kept as described in the infrastructure plan, the OHS requirements, and machinery and equipment management programs. 4.5. Records and documentation are completed clearly and accurately throughout production in the organisation. 4.6. The record keeping system that is used ensures that required information is available, accessible, meaningful and useful.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- interpret monitored information on production processes
- interpret, analyse and extract information from a range sources such as professional literature, legal documents, discussions, and workshops
- identify, build and use network and support groups
- recognise potential opportunities to use or install more environmentally efficient systems or equipment
- assess, then adopt, profitable innovations
- planning
- calculating volumes areas and distances
- cost benefit analyses observe
- identify and react appropriately to environmental implications and OHS hazards
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• sustainable land use principles and practices • property planning, financial management and enterprise budgeting systems and procedures • environmental controls and codes of practice available to the organisation • relevant legislation and regulations relating to OHS, contractor engagement, chemical use and application, and vehicle and plant use • sound management practices and processes to minimise noise odours and debris from production processes • sustainable land use principles and practices applicable in the region • relevant legislation and regulations relating to soil and water degradation issues, animal health and welfare, and chemical use.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify infrastructure requirements for the enterprise • source, construct and/or modify infrastructure to meet enterprise requirements • develop an infrastructure maintenance program including scheduling and responsibilities • establish a recording system for infrastructure purchase, construction and maintenance.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Infrastructure may include:	• buildings • sheds • shelters • stock yards • stock handling structures • fences • water supply systems • roads • tracks • soil conservation works • irrigation and drainage channels • silage pits, and/or grain and fodder storage • dams • monitoring systems • information technology systems.

Unit Sector(s)

Unit sector	Agribusiness

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCAGB503A Plan and monitor production processes

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers planning and monitoring production processes and defines the standard required to: identify production processes required to achieve targeted production; establish production targets for each enterprise and each product, crop, herd, or flock; schedule production processes with monitoring points and performance indicators; evaluate production processes and make modifications; create and maintain records and documentation as described in the production plan.

Application of the Unit

Application of the unit	This unit is likely to be undertaken alone or under broad guidance. Responsibility for the planning and management of the work of others may be involved.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine production process requirements	1.1. Information regarding the characteristics of products being grown or refined/manufactured and their respective market requirements is accessed. 1.2. Characteristics of the land under production and the quality and amount of existing infrastructure are confirmed from colleagues and other planning processes. 1.3. Historical data, including recent data from organisational records is identified and accessed for input to production planning. 1.4. Information regarding other organisational planning processes and potential for improvements or innovations is collected and used to inform production planning. 1.5. Requirements of the organisation are taken into consideration during analysis. 1.6. Production processes required to efficiently achieve the targeted production requirements in line with organisational policies are identified and compared with those that currently exist. 1.7. Details regarding production planning are used as input to other organisational planning processes.
2. Determine monitoring requirements and systems	2.1. Production targets for each enterprise and each product, crop, herd, or flock are established from the range of organisational management and strategic plans. 2.2. Scheduling for production processes is determined taking varying organisational factors into

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ELEMENT	PERFORMANCE CRITERIA
	consideration. 2.3. Environmental and waste management controls are established and specifically included in the production plan. 2.4. Monitoring points and performance indicators for the production process are established using target, environmental management and scheduling information. 2.5. Prepared risk management strategies are put into place and acted upon when necessary. 2.6. A plan is prepared that documents the decisions taken, the assessments made, the targets established, and any specific issues that relate to environmental and Occupational Health and Safety (OHS) risks.
3. Monitor/evaluate effectiveness of production processes	3.1. Checks are made to ensure that the performance indicators, targets, and specifications are being met and amendments to the process are made where necessary. 3.2. The effectiveness of the production processes is evaluated at key points and adjustments are made as necessary. 3.3. Environmental impacts and OHS hazards relating to production processes are identified, monitored and assessed throughout the production cycle. 3.4. Modifications are made to the production process when made necessary by shifting priorities and results. 3.5. Data, observations and documentation from the production process are analysed against the plan according to organisation guidelines.
4. Record and manage information	4.1. Recommendations for future plans are prepared based on the analysis of the data. 4.2. A report is prepared that documents the plans implementation according to the organisations requirements and guidelines. 4.3. Records and documentation are created, maintained and kept as described in the production plan, the OHS requirements, and machinery and equipment management programs. 4.4. The recordkeeping system that is used ensures that required information is available, accessible, meaningful and useful.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- interpret monitored information on production processes
- interpret, analyse and extract information from a range sources such as professional literature, legal documents, discussions and workshops
- identify, build and use network and support groups
- observe, identify and react appropriately to environmental implications and OHS hazards
- assess, then adopt profitable innovations
- set yield targets and objectives and estimate timelines
- prepare enterprise budgets and calculate financial returns
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- environmental controls and codes of practice available to the organisation
- relevant legislation and regulations relating to OHS, contractor engagement, chemical use and application, and vehicle and plant use
- sound management practices and processes to minimise noise, odours and debris from production processes
- sustainable land use principles and practices applicable in the region
- planning processes
- cost benefit analysis
- relevant legislation and regulations, such as those relating to soil and water degradation issues, animal health and welfare, and chemical use.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify production processes required to achieve targeted production • establish production targets for each enterprise and each product, crop, herd, or flock • schedule production processes with monitoring points and performance indicators • evaluate production processes and make modifications • create, and maintain records and documentation as described in the production plan.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
The production process includes:	• the resources, personnel, methodology, and any interactions between them for an agricultural or horticultural enterprise.

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Unit Sector(s)

Unit sector	Agribusiness

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCAGB505A Develop a whole farm plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing a whole farm plan and defines the standard required to: audit the natural resources of the property; monitor legal requirements impacting on the management of the property; develop management strategies to address the key natural resource management issues of water, soils, vegetation and wildlife; develop management strategies to address natural resource management issues; and integrate business objectives and production plans with sustainable land management in a whole farm plan.

Application of the Unit

Application of the unit	This unit applies to farm managers whose job includes developing a whole farm plan.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine directions for the business	1.1. Long-term directions and purposes of the business are established through identification and analysis of the values, expectations and personal goals of the people involved. 1.2. Business and personal Strengths, Weaknesses, Opportunities and Threats (SWOT) are identified. 1.3. Strategies to address the SWOT are developed consistent with the business vision.
2. Audit the natural resources and infrastructure of the property	2.1. Physical characteristics of the soil resource are identified and recorded. 2.2. Soil map of property is drawn and land classes are recorded using classification terminology. 2.3. Land capability is determined and land management options for each land class identified. 2.4. Natural property features and infrastructure are shown on property map. 2.5. Areas at risk of soil degradation are identified. 2.6. Native vegetation is classified and condition is assessed. 2.7. Endangered species are identified as appropriate. 2.8. Other natural resource issues are identified as appropriate to the property. 2.9. Infrastructure is marked to assist with maintenance and planning.
3. Monitor legal requirements impacting on the	3.1. Current knowledge of relevant Acts and regulations impacting on the property is maintained. 3.2. Legal requirements are addressed through

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ELEMENT	PERFORMANCE CRITERIA
management of the property	management plans.
4. Develop management strategies to address natural resource management issues	4.1. Property improvement plans to assist natural resource management are developed, costed and prioritised. 4.2. Plans to repair land degradation are developed. 4.3. Strategies to address water supply and water management, vegetation and revegetation management, and wildlife management are prepared as appropriate to the property. 4.4. Strategies for weed and pest management are developed. 4.5. Plans to address fire risk/fire management are developed as appropriate.
5. Review whole farm plan	5.1. Plans are reviewed and revised to meet changing circumstances.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- assessment of soil physical characteristics
- determine existing and required infrastructure requirements
- identification and determination of Natural Resource Management (NRM) requirements
- ability to determine landuse capability
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• SWOT analysis • sustainable land management practices • property planning processes and approaches • land capability • water, vegetation, soil, fire and wildlife management strategies • legal requirements impacting on whole farm planning • risk management.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • audit the natural resources of the property • monitor legal requirements impacting on the management of the property • develop management strategies to address the key natural resource management issues of water, soils, vegetation and wildlife • develop management strategies to address natural resource management issues • integrate business objectives and production plans with sustainable land management in a whole farm plan.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or

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EVIDENCE GUIDE	
	enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Whole farm plans include:	• all production land and natural areas • waterways and physical features and improvements.

Unit Sector(s)

Unit sector	Agribusiness

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCAGB601A Develop export markets for produce

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the processes of evaluating a product for export, developing an export market and implementing an export strategy and defines the standard to: research and analyse product knowledge; establish market potential; and develop the export market strategy.

Application of the Unit

Application of the unit	This unit applies to the research and analyse markets and the determination of the capability of a business to meet the market requirements.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate export potential	1.1. Competitive advantages and disadvantages for the proposed product are identified in respect to the products entry to overseas markets. 1.2. Features of potential markets are analysed in respect to cultural factors, quality requirements, government regulations and other economic, political and social factors. 1.3. Business resources are analysed for their appropriateness and capacity to contribute to the marketing effort. 1.4. Available capital and time are identified for the development of the export plan.
2. Develop export strategy	2.1. Customer analysis is conducted and the market niche defined. 2.2. Operational plan is developed to address the market mix. 2.3. Budgets are prepared to address the investment required in the operational plan. 2.4. Overseas visit is planned and conducted to confirm the target market and initiate negotiations.
3. Implement export strategy	3.1. Steps in an export transaction are identified and addressed. 3.2. Documentation requirements for export is identified and prepared.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• evaluate export potential • develop export strategy • implement export strategy • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• sources of information in respect to export requirements • requirements set out in standards, codes of practice, quality assurance (QA) processes and procedures • marketing plan formats • cash flow budgeting techniques • sensitivity analysis and investment evaluation.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance

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EVIDENCE GUIDE	
	criteria and required skills and knowledge and include achievement of the following: • research and analyse product knowledge • establish market potential • develop the export market strategy.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Market for export includes:	• agricultural products and services • horticultural products and services.

Unit Sector(s)

Unit sector	Agribusiness

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCAGB602A Manage estate planning

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of managing an estate and defines the standard required to: identify estate planning requirements; clarify estate planning arrangements; implement estate planning.

Application of the Unit

Application of the unit	This unit relates to the process of managing and planning the succession and distribution of an estate within a family agricultural business context.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify estate planning requirements	1.1. Contingency and succession arrangements are identified and assessed against enterprise and individual requirements. 1.2. Income continuation options are identified and evaluated to find best fit for enterprise requirements. 1.3. Personal and business goals are identified and distinguished. 1.4. Needs of those affected by succession arrangements are considered and taken account of in estate planning.
2. Clarify estate planning arrangements	2.1. Plans for retirement and inheritance are made clear to all relevant parties. 2.2. Apparent inequities in estate distribution are discussed, clarified and mediated. 2.3. Legal implications of succession planning are accounted for in determining succession arrangements and estate distribution. 2.4. External advice is sought as required to clarify obligations and potential effects on business performance.
3. Implement estate planning	3.1. Strategies for estate distribution and succession are determined and implemented. 3.2. Estate structures and transfer arrangements are monitored and reviewed against tax and legislative requirements. 3.3. Estate planning and succession is monitored against enterprise performance. 3.4. Relevant documentation is completed to meet legal and procedural obligations, and to avoid legal complications.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• separate personal goals from enterprise goals • behave ethically • define agreements and contracts • logically consider investment financial and retirement options • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• effective interpersonal communication techniques • conflict resolution, negotiation and mediation techniques • solve problems relating to estate management • goal setting strategies • working knowledge of estate structures, retirement options, wills and estate planning procedures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify estate planning requirements • clarify estate planning arrangements • implement estate planning.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Factors influencing planning may include:	• the size and asset classes of the estate • the range of options for their allocation.

Unit Sector(s)

Unit sector	Agribusiness

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCAGB603A Manage the production system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of managing the production system of an organisation and defines the standard to: align relevant production systems with the enterprise strategic plan; adjust production systems to meet the overarching sustainability requirements for the enterprise; adopt a systemised approach to the incorporation of productions systems into the business plan.

Application of the Unit

Application of the unit	This unit applies to integrating the production plans for each sector of the organisation with the strategic plan, developing risk management strategies, and analysing the organisations performance in terms of sustainability and profitability.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Integrate plans for different sectors of the enterprise	1.1. Strategic, production, infrastructure and land management plans are examined to identify interactions between different sectors of the enterprise. 1.2. Types of interactions and their impacts on resources and production system performance over time, are determined. 1.3. Beneficial interactions are assessed and any potential additional benefits are identified for further improvements to the systems efficiency. 1.4. Detrimental interactions are assessed and the production system is adjusted to minimise potential losses. 1.5. Information on available innovations for potential use in the organisation is accessed and discussed with colleagues and integrated with operational plans.
2. Develop and implement risk management strategies	2.1. The business is analysed to identify its strengths and weaknesses as well as any threats to, or opportunities to improve, the organisations sustainability and/or profitability. 2.2. Potential results of threats are considered in terms of natural resources, business assets and infrastructure. 2.3. Preventative and reactive contingency plans are developed to minimise threats and maximise opportunities. 2.4. Contingency plans aim to ensure business stability and profitability, while protecting and preserving natural resources and business assets.

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ELEMENT	PERFORMANCE CRITERIA
3. Analyse the overall performance of the production system	3.1. Whole-business physical and financial analyses are undertaken to determine the long-term sustainability and profitability of the production system. 3.2. Results of analyses are prepared and discussed with colleagues for input to future planning processes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- integrate plans for different enterprises into sustainable land management and production systems
- interpret historical data in relation to production, finances, environmental issues, staffing and land use
- recognise potential opportunities to use or install more environmentally efficient systems or equipment
- assess, then adopt profitable innovations
- assess financial strategies and prepare budgets
- prepare enterprise budgets and calculate financial returns
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- marketplace in which the organisation operates
- property planning, financial management and enterprise budgeting systems and procedures
- relevant State/Territory legislation, regulations and codes of practice with regard to OHS and the use and control of hazardous substances
- methods of measuring and implementing business and environmental sustainability

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REQUIRED SKILLS AND KNOWLEDGE
• financial analysis tools and techniques for land based businesses • sources of information to assist in analysis of operational plans, resourcing and financial analysis • monitoring strategies for a range of operational plans • the value and methods of risk assessment.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • align relevant production systems with the enterprise strategic plan. • adjust production systems to meet the overarching sustainability requirements for the enterprise • adopt a systemised approach to the incorporation of productions systems into the business plan.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole.

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RANGE STATEMENT	
The production system may include:	• the product • the production processes • the infrastructure • the land resource of each enterprise within the business as well as the interactions and relationships between them.

Unit Sector(s)

Unit sector	Agribusiness

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCAGB604A Analyse business performance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of analysing business performance for an agricultural or horticultural enterprise and defines the standard required to: analyse financial reports; use financial analysis tools; identify profit drivers for the enterprise; benchmark business performance against other businesses; and develop strategies for improving business performance.

Application of the Unit

Application of the unit	This unit applies to analysing financial reports, using financial analysis tools, identifying profit drivers for the enterprise and developing strategies for improving business performance.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse financial reports	1.1. Taxation reports are correctly interpreted and accounts are determined to be true and fair. 1.2. Management reports generated by the enterprise are reviewed and interpreted. 1.3. Distribution of profit is determined.
2. Use financial analysis tools	2.1. Gross margins and relevant breakdowns of profit and loss are calculated. 2.2. Ratios related to production activity, solvency and liquidity, gearing and profitability are calculated. 2.3. Relevant performance benchmarks are sourced and compared to the enterprise. 2.4. Trends in production and profitability are identified and analysed.
3. Identify opportunities for increasing profit	3.1. Yield/production potential is assessed and current position determined. 3.2. Key issues related to production efficiency are identified. 3.3. Key issues related to market return are identified.
4. Develop strategies for improving business performance	4.1. Strengths, Weaknesses, Opportunities and Threats (SWOT) approach is used to determine possible strategies for addressing production and marketing issues. 4.2. Sensitivity analyses are performed to evaluate strategies.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• analyse financial reports • use financial analysis tools • identify profit drivers for the enterprise • develop strategies for improving business performance • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• financial reports • financial analysis tools • performance benchmarking • issues related to production efficiency and marketing • SWOT analysis and developing business strategies.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance

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EVIDENCE GUIDE	
	criteria and required skills and knowledge and include achievement of the following: • analyse financial reports • use financial analysis tools • identify profit drivers for the enterprise • benchmark business performance against other businesses • develop strategies for improving business performance.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Financial analysis tools and reporting systems applied may include:	• the range of primary production and related business activities.

Unit Sector(s)

Unit sector	Agribusiness

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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AHCAGB605A Manage business capital

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of managing business capital in an agricultural or horticultural enterprise and defines the standard required to: assess capital needs; assess appropriate equity levels for a business; establish and maintain appropriate financing arrangements; review the mix of liabilities; monitor key indicators of financial returns for the business.

Application of the Unit

Application of the unit	This unit applies to having the ability to assess capital needs, assess appropriate equity levels for a business, establish and maintain appropriate financing arrangements, review the mix of liabilities, and monitor equity and return on equity.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the capital needs of the business	1.1. Working capital and capital requirements for development is determined. 1.2. Return on capital/opportunity cost of development capital determined.
2. Assess appropriate equity levels for the business	2.1. Risks associated with the business are assessed. 2.2. Personal and business risk preferences are identified. 2.3. Equity levels in comparable enterprises are analysed using benchmark data.
3. Establish and maintain appropriate financing arrangements for the business	3.1. Capacity to service debt/meet liabilities is determined. 3.2. Sources of funds are identified and terms and conditions compared and evaluated. 3.3. Negotiations are conducted to ensure the establishment of the most favourable terms and conditions. 3.4. Loan funds are sourced and agreements checked. 3.5. Costs of finance are monitored within defined budget limits. 3.6. Relationships with finance providers are managed. 3.7. The economic environment is monitored and implications for the business assessed.
4. Monitor and review the mix of liabilities	4.1. Regular reviews are conducted of the mix of liabilities and the costs and benefits associated with reconfiguring loans are determined. 4.2. Loans are reviewed and renegotiated as appropriate.
5. Monitor equity,	5.1. Review valuations on assets and monitor the effect

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ELEMENT	PERFORMANCE CRITERIA
return on equity	on equity. 5.2. Returns on assets and returns on equity are calculated and used to assist business performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assess capital needs • assess appropriate equity levels for the business • establish and maintain appropriate financing arrangements • monitor and review the mix of liabilities • monitor equity and return on equity • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• preparation of financial reports • impacts resulting from changes to various macro economic factors • sources of finance • negotiation techniques • concept of equity, ROA, ROE, IRR • bank and lending institution policies and requirements.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • assess capital needs • assess appropriate equity levels for a business • establish and maintain appropriate financing arrangements • review the mix of liabilities • monitor key indicators of financial returns for the business.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Capital needs may be:	• major fixed assets including machinery, land purchases, buildings and other equipment.
Risks may include:	• price risk • seasonal and other production risks • other business and personal risks for example, those related to age and health factors and succession.
Sources of funds may include:	• debt financing through term loans, bank bills, overdraft facilities, bridging finance, hire

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RANGE STATEMENT	
	purchase and private finance • funds may also be derived through equity financing.

Unit Sector(s)

Unit sector	Agribusiness

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCARB205A Operate and maintain chainsaws

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of maintaining, preparing and operating hand-held chainsaws in a work environment and defines the standard required to: select, use, maintain and store suitable personal protective equipment; carry out routine checks and maintenance on chainsaw; apply appropriate chainsaw technique and cutting methods according to manufacturer's specifications and documented low risk work procedures; assess and minimise environmental impacts of chainsaw use; maintain records of chainsaw training and certification, risk assessment and use.

Application of the Unit

Application of the unit	This unit applies to cross-cutting fallen timber using safe cutting techniques.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Recognise and apply workplace safety procedures	1.1. Occupational Health and Safety (OHS) procedures relevant to the maintenance and operation of chainsaws are recognised and applied. 1.2. OHS hazards are identified, risks assessed and risk controls are implemented. 1.3. Personal Protective Equipment (PPE) is selected and used. 1.4. Relevant licensing and legislative requirements with regard to the operation of chainsaws are recognised, accessed and applied.
2. Check and maintain chainsaw	2.1. Tools and materials required for maintenance procedures are selected, checked and confirmed against maintenance plan. 2.2. Routine checks and maintenance procedures are conducted prior to operation and according to manufacturer's specifications and maintenance plan. 2.3. Chainsaw faults or malfunctions are identified, tagged and reported for repair according to manufacturer's specifications and enterprise requirements. 2.4. Completed chainsaw maintenance procedures are detailed and recorded.
3. Operate chainsaw	3.1. Sawing materials are identified and positioned for operation according to documented low risk work procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Cutting methods are determined appropriate to type of material and risk controls implemented. 3.3. Chainsaw is operated according to manufacturer's specifications and operator's manual. 3.4. Effective worksite communication is maintained to ensure efficient workflow and address immediate problems. 3.5. Environmental implications associated with chainsaw operation are identified, assessed and controlled according to documented requirements.
4. Complete and check chainsaw operation	4.1. Chainsaw damage, malfunctions or irregular performance are recorded and reported according to enterprise requirements. 4.2. Chainsaw is cleaned, maintained and stored according to manufacturer's specifications and enterprise requirements. 4.3. Relevant reports are maintained to industry standards according to enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and implement safe operating procedures • safely cross-cut fallen timber using compression and tension cuts with a hand held chainsaw • maximise volume and quality of recovery • demonstrate safe and environmentally responsible workplace practices • obtain relevant licenses and permits • read and interpret manufacturer's specifications, work and maintenance plans, and Material Safety Data Sheets (MSDSs). • effectively communicate information, interpret and apply task instructions, and maintain records and reports • estimate and measure dimensions, and calculate volumes • recognise caution or hazard signs and symbols • interpret tasks or information from labels, manuals or written instructions

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REQUIRED SKILLS AND KNOWLEDGE
• record information accurately or verbally report information • use literacy skills to follow sequenced written instructions and record information accurately and legibly • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• relevant State/Territory legislation and regulations with regard to the operation of chainsaws • OHS legislative requirements and Codes of Practice • hazards and risks when using chainsaws • operating principles and operating methods • various types of chainsaws and respective functions • effects of timber defects on recovery • environment Codes of Practice with regard to chainsaw operation.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • select, use, maintain and store suitable personal protective equipment • carry out routine checks and maintenance on chainsaw • apply appropriate chainsaw technique and cutting

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EVIDENCE GUIDE	
	methods according to manufacturer's specifications and documented low risk work procedures • assess and minimise environmental impacts of chainsaw use • maintain records of chainsaw training and certification, risk assessment and use.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Chainsaws may include:	• all types and models of hand-held chainsaws in a work environment.

Unit Sector(s)

Unit sector	Arboriculture

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCBIO202A Follow site quarantine procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of following enterprise site quarantine procedures that are designed to reduce the likelihood of pathogenic organisms entering the site, and defines the standard required to: read and/or interpret site quarantine procedures; follow enterprise quarantine procedures (including industry quality assurance procedures if applicable); report and respond to quarantine issues or breaches of procedures; communicate with visitors to the enterprise about site quarantine procedures.

Application of the Unit

Application of the unit	This unit applies to the routine part of ones own work and is applied to visitors to the site. Work is performed under supervision and according to strict procedures and policies.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to work in quarantine site	1.1. Ensure personal and/or work vehicles are decontaminated before entering the quarantine site. 1.2. Contact with potential contaminants is reported according to enterprise requirements. 1.3. Hands are washed before livestock, feed, plant stock or other products are handled. 1.4. Showering and changing into work clothes is carried out if required. 1.5. Appropriate clothing and footwear is put on before commencing work and street clothing is securely stored away from livestock, feed or other products. 1.6. Footbaths are used thoroughly and checked for disinfectant level before entering site and sheds if required.
2. Work in quarantine site	2.1. Chemicals and/or medications are handled and stored appropriately. 2.2. Different feed mixes, soils and/or growing media and/or other products are kept separate and appropriately marked according to enterprise procedures. 2.3. Any cases of disease or pest infestation are identified and reported to supervisor. 2.4. Any breaches of quarantine procedures are identified and reported to supervisor.

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Any Occupational Health and Safety (OHS) hazards are identified and appropriate action is taken according to enterprise policy and OHS legislation and codes. 2.6. All waste products is disposed of according to enterprise procedures. 2.7. All deceased livestock, unwanted biological material or damaged/infected plant stock are disposed of according to enterprise procedures. 2.8. Information relating to work in quarantine site is recorded as required by the enterprise procedures.
3. Assist in maintaining site quarantine procedures	3.1. All visitors are informed of the quarantine procedures and are provided with appropriate clothing and footwear, if required by enterprise procedures. 3.2. Visitors are required to sign in, state their recent activities and exposures, and wash or shower if required by enterprise procedures. 3.3. Any observed breaches of quarantine procedures by visitors are noted and reported to supervisor. 3.4. Gates and doors are kept locked where required by enterprise procedures and supervisor instructions. 3.5. Where installed, security fencing is maintained according to supervisor's instructions. 3.6. Deliveries to site are checked to ensure that established procedures for vehicle decontamination, unloading and receipt and holding or storage of stock and/or supplies are followed.
4. Respond to site quarantine breach or problem	4.1. The specific problem and its location is identified and reported to supervisor. 4.2. Problems are secured according to enterprise procedures. 4.3. Quarantine site and location of breach is cleaned and disinfected as required according to the specific nature of the problem and enterprise procedures. 4.4. Livestock, plant stock suspected of being exposed to contaminants are isolated and monitored for evidence of contamination according to enterprise procedures. 4.5. All contaminated stock/materials are treated and/or disposed of according to enterprise procedures. 4.6. Information about the breach or problem is recorded according to enterprise procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• read and/or interpret site quarantine procedures • follow biosecurity and hygiene procedures • use literacy skills to follow sequenced written instructions and record information accurately and legibly • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• enterprise site quarantine policy and procedures • industry quality assurance requirements (where applicable) and documentation required to be kept • reporting procedures for alleged breaches of site quarantine procedures • consequences of breaching site quarantine procedures • OHS, environmental and disease legislative and enterprise requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance

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EVIDENCE GUIDE	
competency in this unit	criteria and required skills and knowledge and include achievement of the following: • read and/or interpret site quarantine procedures • follow enterprise quarantine procedures (including industry quality assurance procedures if applicable) • report and respond to quarantine issues or breaches of procedures • communicate with visitors to the enterprise about site quarantine procedures.
Context of and specific resources for assessment	For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to carry out movement and security procedures. The candidate must also have access to resources that establish movement and security controls.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Sites may include:	• quarantine site of the whole farm • an apiary • enterprise premises, or part of the premises or enterprise, such as • an isolation area or sick bay. • in some cases, the quarantine area may extend beyond the enterprise boundaries.

Unit Sector(s)

Unit sector	Biosecurity

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBUS402A Cost a project

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers costing a project and defines the standard required to: identify resources for a project; investigate options for material supplies, services, contractors and consultants; research prices for required resources; calculate costs for the project; document a summary of project costs.

Application of the Unit

Application of the unit	This unit applies to supervisors and managers who establish and oversee projects to the best financial advantage of the enterprise.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain current prices for project resources	1.1. Project objectives, required work activities and available finance are identified and interpreted according to the project plan and enterprise guidelines. 1.2. Resources required for project works are identified according to the project plan. 1.3. Factors affecting resource costs are identified using available information. 1.4. Add-on costs are taken into consideration according to enterprise guidelines. 1.5. Appropriate tools and equipment are selected and used for the calculation and documentation of project costs.
2. Calculate individual itemised costs of the project	2.1. Unit and total cost for each resource item is calculated according to enterprise guidelines. 2.2. Total itemised resource costs are evaluated against the financial schedule for the project. 2.3. Adjustments are made where required to reconcile resource costs with project schedules in strict adherence to enterprise guidelines for costing a project.
3. Prepare a summary of the cost of the project	3.1. Resource costs are collated and scheduled according to the project plan and enterprise guidelines. 3.2. Total project costs are accurately calculated and recorded according to enterprise guidelines. 3.3. Financial summary is collated, organised and submitted to management for approval.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• research and evaluate information • accurately complete financial calculations, collate and organise quantitative and financial information • comply with legislative requirements • document financial summaries for the understanding of staff, managers and contractors • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• relevant State and Federal legislation, awards, enterprise agreements and management policies relating to labour hire and employment terms, and Occupational Health and Safety (OHS) • current pricing structures and options for material supplies, services, contractors and consultants • enterprise and industry standards and practices for formatting, organising and presenting financial and quantitative information.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence in costing a project requires evidence that a person is able to obtain current prices for required resources, calculate costs and present a summary of project costs that provides for cost effective project outcomes. The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify resources for a project • investigate options for material supplies, services, contractors and consultants • research prices for required resources • calculate costs for the project • document a summary of project costs.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Projects may include:	• those carried out in horticultural or land management enterprises.

Unit Sector(s)

Unit sector	Business

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBUS404A Operate within a budget framework

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers operating within a budget framework and defines the standard required to: obtain and confirm the operational budget has been allocated; review projected income and expenditure and compare to budget; record transactions and allocate to cost and income categories; identify and report budget variations; review production and expenditure plans to meet financial targets.

Application of the Unit

Application of the unit	This unit applies to supervisors and managers in agriculture, horticulture and land management enterprises who have responsibility to participate in formulation of a budget, and supervise and monitor financial transactions.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Participate in formulation of a cash flow budget	1.1. Budget consultation is followed in line with enterprise policy. 1.2. Budget variations are requested to suit enterprise needs.
2. Supervise financial transaction	2.1. Expenditure is arranged within budget delegations. 2.2. Transactions are recorded to meet taxation and accounting requirements according to enterprise practices. 2.3. Actual sales and expenditure are compared to the enterprise budget. 2.4. Financial reports are checked to ensure operations are within forecast limits. 2.5. Expenditure is adjusted to meet financial targets as required. 2.6. Actual and potential variations in budgeted income are reported to the manager according to enterprise requirements. 2.7. Recommendations to address budget variations are developed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- arrange income and expenditure
- record transactions
- monitor income and expenditure
- compare budgeted figures to actuals
- participate in formulation of a budget
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- income and expenditure categories
- budgeting procedures and templates
- taxation and accounting requirements for recording financial transactions
- costing mechanisms
- forecasting mechanisms
- banking routines
- cash flow analyses and records
- recording systems
- records of receipts and expenditure
- work reports
- factors that impact upon the timing of sales and purchases (taxation, GST, market conditions).

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • obtain and confirm the operational budget has been allocated • review projected income and expenditure and compare to budget • record transactions and allocate to cost and income categories • identify and report budget variations • review production and expenditure plans to meet financial targets.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Budget documentation may include:	• projected expenditure by item • projected income by source • cash flow budgets • budget delegations • variation and review procedures • credit and credit limits • security measures • reporting mechanisms • additional funds for particular projects

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RANGE STATEMENT	
	• self-generated funds • fundraising requirements • project grants • funds received for winning tenders • enterprise procedures and policies.

Unit Sector(s)

Unit sector	Business

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBUS501A Manage staff

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the management of staff and defines the standard required to: prepare task descriptions and person specifications; arrange employment of workforce members; implement Occupational Health and Safety (OHS) policies and procedures; review labour productivity.

Application of the Unit

Application of the unit	This unit applies to those whose job role includes managing staff and applies to both operational and strategic managers in agriculture, horticulture and land management.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare task descriptions and person specifications	1.1. Tasks are identified and described along with the range of conditions under which performance may need to occur. 1.2. Most appropriate employment arrangements are determined based on employer and employee needs, and responsibilities and rights. 1.3. Person specifications are prepared with due regard to legislation, codes and national standards.
2. Manage workforce performance	2.1. Induction programs are designed for each employee consistent with legislative requirements and enterprise guidelines. 2.2. Terms of engagement for consultants and contractors are clarified and established. 2.3. Induction programs are conducted for new appointees and appropriate records established. 2.4. Strategies for communicating with workers are designed and implemented. 2.5. Performance management strategies are designed and implemented. 2.6. Processes for the termination of non-performing staff are identified and followed as necessary.
3. Support workforce training programs	3.1. Strategies to identify skill and knowledge gaps are designed and implemented with workers, and strategies to address these gaps are implemented. 3.2. On-the-job training is provided to optimise worker performance and to ensure safety and fairness in the workplace.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Off-the-job training requirements are identified and training is sourced and supported as appropriate.
4. Manage administrative support	4.1. Processes and procedures for the administration of staff records are implemented. 4.2. Administrative procedures and processes to meet legislated requirements are implemented. 4.3. Industrial relations are established and monitored; awards adhered to, enterprise agreements and/or contracts of employment negotiated, and disputes and conflicts resolved.
5. Implement OHS priorities and procedures	5.1. Safety policies are developed and communicated within the enterprise. 5.2. Safe work practices are identified/ designed for all aspects of the operation of the enterprise. 5.3. Safe work practices are communicated and enforced among all members of the workforce. 5.4. All members of staff are involved in hazard identification and risk assessment for OHS. 5.5. New staff are inducted into the workplace OHS system.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• apply enterprise policies and procedures for staff management • prepare task descriptions and person specifications • arrange employment of workforce members • performance manage staff • administer staff records • manage industrial relations • implement OHS priorities and procedures • review labour productivity • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports

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REQUIRED SKILLS AND KNOWLEDGE
• use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• task descriptions and person specifications • equal opportunity and equal employment opportunity legislation • OHS legislation • relevant industrial awards • performance management approaches • personnel management strategies • employee induction programs • contracts of employment • unfair dismissal legislation • job specifications • interviewing procedures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence in managing staff requires evidence that staff have been successfully managed within an enterprise according to the criteria outlined in this standard. The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • prepare task descriptions and person specifications

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EVIDENCE GUIDE	
	• arrange employment of workforce members • implement OHS priorities and procedures • review labour productivity.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Managing staff may include:	• all legal requirements for managing staff in the workplace including award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues • equal opportunity • industrial relations • anti-discrimination • relevant industry codes of practice.

Unit Sector(s)

Unit sector	Business

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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AHCBUS502A Market products and services

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the marketing of products and services and defines the standard required to collect, analyse and present data in the internal and external business environment; assess alternative marketing strategies and techniques to meet business plan objectives; plan and implement a marketing strategy; and monitor product, pricing and distribution policies to improve market performance.

Application of the Unit

Application of the unit	This unit applies to those who market products and services in an agricultural, horticultural or land management enterprise.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Analyse market information	1.1. Markets for existing or new products or services are identified, researched and analysed for possible entry or development. 1.2. Past trends and developments are analysed to determine market variability and associated risks. 1.3. Market environment is continually monitored in a consistent manner to ensure information is current and reliable. 1.4. The legal, ethical and environmental constraints of the market(s) and their effect on the enterprise are identified. 1.5. Product mix that suits market requirements/price advantage at the time is adopted.
2. Develop a marketing plan	2.1. Alternative marketing strategies and techniques are assessed and interpreted to identify marketing targets and methods. 2.2. Marketing strategies are based on reliable data, market environment and substantiated trends. 2.3. Marketing options incorporate suitable advice from marketing professionals. 2.4. A measurable cost-effective marketing plan is developed incorporating a reasoned analysis of market research and business plan objectives.
3. Implement marketing activities	3.1. Planned marketing activities are scheduled within appropriate timeframes. 3.2. Measurable performance targets are developed and meet business plan objectives.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Distribution channels are organised, and product and service information is accurate and readily available to clients. 3.4. Marketing activities are implemented within budgetary constraints to meet legal, ethical and enterprise requirements.
4. Evaluate marketing performance	4.1. Product, pricing and distribution policies are monitored in relation to market changes, marketing objectives and enterprise requirements. 4.2. Areas of positive performance are identified and corrective action is taken to remedy poor performance areas. 4.3. An objective assessment of the marketing plan and implementation is made by a comparison of valid and reliable data against performance targets. 4.4. Relevant information is documented for continual analysis and effective planning management.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analyse with regard to market research and assessments
- manage information
- assess financial strategies and prepare budgets
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• price risk management • performance evaluation measures • competitors strengths and weaknesses • business planning process • customer relations policies • market conditions and forces • enterprise goals, objectives and directions • markets and market analysis • communication and promotion skills • marketing principles and practice • principles of trend analysis.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • collect, analyse and present data in the internal and external business environment • assess alternative marketing strategies and techniques to meet business plan objectives • plan and implement a marketing strategy • monitor product, pricing and distribution policies to improve market performance.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Markets may include:	• wholesalers • retailers • exporters • local, national and/or international customers • private and public sector organisations and enterprises.

Marketing strategies may include:	• various information with regard to:
	  • pricing
	  • promotion
	  • product quality
	  • service standards
	  • distribution channels.

Unit Sector(s)

Unit sector	Business

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCBUS505A Develop a marketing plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing a marketing plan and defines the standard required to: identify the marketable features of the product and potential markets; develop a range of marketing alternatives; collect and analyse data to assess alternatives in a marketing plan; evaluate performance targets and recommend modifications or improvements; implement and evaluate a marketing plan; and plan to manage promotional activities.

Application of the Unit

Application of the unit	This unit applies to those who develop marketing plans for any agricultural and horticultural products or related services.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate commercial information	1.1. Relevant information is researched and analysed to identify market trends. 1.2. Competing products are identified and evaluated to determine strengths and weaknesses of own products. 1.3. Collated information is presented in a manner which provides clear and concise information. 1.4. Market and situation analysis is conducted using established techniques in accordance with available budget and the need for external assistance.
2. Identify marketing requirements	2.1. Promotional materials are created that enhance the product and commercial presentation. 2.2. Priorities, responsibilities, timelines and budgets are recorded and communicated to appropriate colleagues.
3. Determine promotional strategies	3.1. Detailed plans for promotional activities are prepared and recorded according to enterprise guidelines. 3.2. Outlined in the promotional plan are objectives, level of exposure to be achieved and available markets. 3.3. Strategies take account of feedback from operational staff, time management and scheduling issues, and resource constraints. 3.4. Marketing objectives are established based on new and retained business consistent with product and operational business plans.

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ELEMENT	PERFORMANCE CRITERIA
4. Organise implementation	4.1. Criteria are established to measure impact and success of promotional activities. 4.2. Adjustments to the promotional strategy product distribution are made promptly to ensure consistency of promotion. 4.3. Required distribution channels are defined and established. 4.4. Product documentation is distributed on time in the specified quantities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analyse, research information and develop a marketing plan • implement and evaluate a marketing plan • research and determine the best marketing options in order to achieve the organisations objectives • problem solve to overcome impediments • manage time • evaluate performance targets and recommend modifications or improvements • collect and analyse data to assess marketing alternatives • make presentations to groups • plan to manage promotional activities • manage budgets • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• financial management and budgeting • rural organisations policies and procedures for marketing and promotions • sales and marketing principles and practices • sound knowledge of promotional activities including, trade shows, in-house promotions, advertising, public relations, familiarisations, signage and display • relevant State/Territory legislative requirements with regard to Occupational Health and Safety (OHS) and risk management procedures for management of promotional activities • legal issues that affect marketing activities (trade practices, Fair Trading Acts, Sales of Goods Acts) • industry and marketing knowledge including sales networks and distribution systems, and customer trends and preferences • demographic studies and their application in the development of a marketing plan.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify the marketable features of the product and potential markets • develop a range of marketing alternatives • collect and analyse data to assess alternatives in a marketing plan • evaluate performance targets and recommend modifications or improvements • implement and evaluate a marketing plan • plan to manage promotional activities.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Purpose for marketing plan may include:	• achieving or not achieving sales targets • increased access to new markets • customer/client feedback • level of public/purchaser awareness • increased recognition rates of products • market penetration.
Information may include:	• sales data • expected revenues • expenditure • attributable costs • market share figures • trends in consumer purchases • demographic data • borrowing costs • transport costs • delivery times.

Unit Sector(s)

Unit sector	Business

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBUS506A Develop and review a business plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing and reviewing a business plan and defines the standard required to: set strategic goals, targets and directions for the enterprise; determine clear and measurable indicators of operational performance; identify and design risk management and mitigation strategies; develop appropriate operational plans; document the business plan; monitor the business plan to identify strengths, weaknesses and areas for improvement.

Application of the Unit

Application of the unit	This unit applies to those whose role is to set the short, medium or long term goals and targets for the business plan and may relate to marketing and production targets, resource and asset development and management, acquisitions, capital, property improvements, and operational systems.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine scope	1.1. Scope of the business plan and associated systems is determined in consultation with key and specialist personnel. 1.2. Accurate information is accessed to inform business plan development. 1.3. Trends and seasonal variations are accounted for and incorporated into the business plan. 1.4. Strategic goals, targets and directions of the enterprise are accounted for in the development of the business plan. 1.5. Legal obligations are understood and complied with in developing the business plan.
2. Prepare business plan	2.1. Operational goals and targets that enhance opportunities to meet the enterprise strategic plan are developed. 2.2. Supply chains are identified and incorporated into the business plan. 2.3. Risk management needs are identified and addressed within the business plan. 2.4. Trial systems are incorporated in order to test budgetary impact and operational potential prior to full implementation of the business plan. 2.5. Indicators of operational performance are clear and measurable and allow for realistic analysis of

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ELEMENT	PERFORMANCE CRITERIA
	performance.
3. Document and review business plan	3.1. Fiscal and operational systems that enhance performance management and suit enterprise requirements are included. 3.2. Resource considerations are incorporated into the business plan. 3.3. Business plan is accurately documented and clearly communicated to all relevant parties. 3.4. Performance against the business plan is monitored to identify strengths, weaknesses and areas for improvement. 3.5. Recommendations to improve the business plan and associated systems are made as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• set realistic goals • operate manual and/or electronic commercial systems • consider and evaluate alternatives • develop and manage supply chains • design performance criteria, and operational and tactical plans that are incorporated into a business plan • analyse information and results • identify and design risk management and mitigation strategies • identify and design appropriate operational plans • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental

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REQUIRED SKILLS AND KNOWLEDGE
abilities.
Required knowledge
• budgeting • forecasting • relevant industrial awards and agreements • communication techniques • risk management factors and priorities • indicators of operational performance • the fiscal and operational systems, and the resource considerations, that are relevant to business planning • logical and analytic methods • profit and loss and cash flow systems • working knowledge of environmental, OHS, industrial relations, taxation, corporate and industry legislation as they relate to the enterprise • capital investment analysis.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competence in developing and reviewing a business plan requires evidence that demonstrates ability to scope the business plan and determine key objectives and targets. The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • set strategic goals, targets and directions for the enterprise • determine clear and measurable indicators of operational performance • identify and design risk management and mitigation

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EVIDENCE GUIDE	
	strategies • develop appropriate operational plans • document the business plan • monitor the business plan to identify strengths, weaknesses and areas for improvement.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Business plans may include:	• the goals and targets for the business plan which may be short, medium or long term and may relate to marketing and production targets • resource and asset development and management, acquisitions • capital • property improvements • operational systems.
Operational goals and targets may include:	• link directly to the enterprise strategic plan and also to Occupational Health and Safety (OHS), environment, quality and customer/market satisfaction key result areas.

Unit Sector(s)

Unit sector	Business

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBUS507A Monitor and review business performance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers monitoring and reviewing business performance and defines the standard required: to gather and analyse data relating to enterprise performance; review operational structures to determine effectiveness; identify available resources to assess capacity; develop realistic performance indicators; review enterprise operations against performance indicators; plan to improve business performance by addressing results of review.

Application of the Unit

Application of the unit	This unit applies to those whose job role covers the functions associated with monitoring and reviewing the business performance of a rural enterprise.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate commercial performance	1.1. Data relating to enterprise performance is gathered and analysed to identify historical and current performance. 1.2. Operational structures are reviewed and analysed to determine the suitability of organisational processes to enterprise objectives. 1.3. Enterprise strengths and weaknesses are evaluated against market conditions to determine current and future capacities. 1.4. Enterprise objectives are evaluated to identify variations and scope for future development.
2. Allocate and co-ordinate business resources	2.1. Roles and responsibilities of personnel are identified and communicated. 2.2. Resource requirements for enterprise are identified and costed using standard financial analysis techniques. 2.3. Costs of ensuring sustainability of enterprise operations are calculated and factored into business planning for the enterprise.
3. Identify performance requirements	3.1. Performance indicators are developed and are realistic within available timeframes and resources. 3.2. Factors inhibiting performance against objectives are identified and minimised. 3.3. Market conditions are monitored and assessed based on relevant data and assumptions that are transferable and justifiable. 3.4. Strategies and programs to promote the sustainability

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ELEMENT	PERFORMANCE CRITERIA
	of operations are prepared and incorporated into enterprise procedures.
4. Review business performance	4.1. Enterprise operations are regularly reviewed to identify opportunities for improvements in performance. 4.2. Impact of natural conditions on enterprise are monitored and anticipated to assess sustainability of resource use. 4.3. Costs and estimates are compared with resource allocation. 4.4. Operational plans are reviewed to determine schedule of activities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analyse market requirements
- match the enterprise to resources
- set enterprise objectives and make financial and economic determinations
- monitor and manage resources (human, physical, environmental)
- evaluate land capability and natural resources(where applicable to the enterprise)
- research, analyse and evaluate enterprise information and requirements
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- rates of return for products and/or services

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REQUIRED SKILLS AND KNOWLEDGE
• financial analysis techniques • structure and operation of small businesses relevant State/Territory Occupational Health and Safety (OHS) • legislative requirements • environmental conditions, positive environmental practices and negative impact minimisation measures • human resource requirements for the enterprise • transport requirements for the enterprise • enterprise/property improvement requirements. • market performance in commodities • statutory marketing requirements • regulations related to exports of Australian agricultural products • animal husbandry.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • gather and analyse data relating to enterprise performance • review operational structures to determine effectiveness • identify available resources to assess capacity • develop realistic performance indicators • review enterprise operations against performance indicators • plan to improve business performance by addressing results of review.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Data that may be gathered for analysis may include::	• sales figures • expected revenues • expenditures • attributable costs • market share figures • trends in consumer purchases • borrowing costs • transport costs • delivery times.
The operational structures that may be included for review and analysis include:	• management processes • reporting arrangements • decision-making authorities • financial accounting procedures • promotional activities • operational resources.
Factors in market conditions that may be considered include:	• product and service demand • availability of funds • cost of financing • supplier costs • delivery constraints • availability of substitutes • competitors.
Standard financial analysis techniques may include:	• cost benefit analysis • 'what if?' analyses • time series and trend • expenditure and revenue ratios • break-even analysis

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RANGE STATEMENT	
	• accounting standards • cash flow schedules.
The indicators of business performance may include:	• sales targets • revenue estimates • waste reduction • erosion replacement and reversal • environmental sustainability • variable cost ratios • investment returns • diversification.

Unit Sector(s)

Unit sector	Business

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBUS601A Manage capital works

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of managing the planning and construction of capital works and defines the standard required to: negotiate with contractors and suppliers, and internal and external clients; design a strategy to achieve project outcomes and client requirements; monitor, evaluate and report on progress of works; resolve disagreements and disputes satisfactorily, analyse project outcomes; evaluate project achievements.

Application of the Unit

Application of the unit	This unit relates to managing a capital works program.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify scope of capital works	1.1. Analysis is undertaken as required and the results are analysed to determine the scope of the proposed capital works. 1.2. Planning is initiated in accordance with organisational and other relevant policies and guidelines and the organisation's strategic direction in consultation with stakeholders. 1.3. Conceptual and analytical skills are applied to develop a strategy to achieve objectives, outcomes and client requirements for the capital works. 1.4. An effective risk management system is developed and applied to ensure objectives can be met within the enterprises allocated budget.
2. Acquire resources	2.1. Resources, equipment and infrastructure are identified, acquired and allocated. 2.2. Scope and objectives of works are analysed to determine the tasks to achieve agreed outcomes on time and within budget. 2.3. Processes for monitoring, evaluating and reporting performance against objectives are developed and applied. 2.4. Roles and responsibilities of team members and stakeholders are identified and agreed.
3. Manage construction activities	3.1. Tasks are implemented in accordance with plans and specifications. 3.2. Communication process is established including responsibilities for conflict resolution.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Progress is monitored to ensure time, performance, cost and quality of works is achieved. 3.4. Proposed variations are investigated and negotiated in consultation with stakeholders.
4. Complete capital works and evaluate and report on activities	4.1. Inspection is undertaken to ensure all outcomes are met. 4.2. Evaluation of completed project is undertaken against agreed objectives and reported to stakeholders.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- negotiate with contractors and suppliers, and internal and external clients
- design a strategy to achieve project outcomes and client requirements
- monitor, evaluate and report on progress of works
- resolve disagreements and disputes satisfactorily
- analyse project outcomes
- evaluate project achievements
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- human resource management and policies
- capital works specifications and objectives
- project management systems
- project management tools and techniques

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REQUIRED SKILLS AND KNOWLEDGE
• cost schedule control systems • enterprise procurement guidelines • enterprise project management policies • risk management techniques • business and commercial issues • basics of contract law • physical resource management.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • negotiate with contractors and suppliers, and internal and external clients • design a strategy to achieve project outcomes and client requirements • monitor, evaluate and report on progress of works • resolve disagreements and disputes satisfactorily, analyse project outcomes • evaluate project achievements.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
The variables for this unit may include:	• the range of capital works projects undertaken in primary production or similar enterprises.

Unit Sector(s)

Unit sector	Business

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCBUS603A Develop and review a strategic plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of developing and reviewing a strategic plan and defines the standard required to: determine the scope and desired business outcomes of the strategic plan; analyse the competitive environment; document performance measures to address all key aspects of enterprise performance; evaluate opportunities and the viability and feasibility of the production, business and marketing plans; document, monitor and review the strategic plan.

Application of the Unit

Application of the unit	This unit applies to the application of knowledge and skills to determine the scope and desired business outcomes of the strategic plan.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Clarify goals and direction	1.1. Focus, direction and structure of the enterprise are considered and accounted for in the development and review of the strategic plan. 1.2. Need for development and change is assessed and identified. 1.3. Competitive and collaborative factors are identified. 1.4. Legal obligations and estate considerations are identified and considered. 1.5. Measurable goals and targets, which are enterprise consistent, are considered and developed.
2. Undertake strategic analysis	2.1. Accurate data is accessed using reliable sources for use in review and development. 2.2. Value chain analysis is completed for the enterprise and competitive implications are identified. 2.3. Competitive and collaborative opportunities are analysed and assessed. 2.4. Expansion opportunities are assessed for viability and feasibility. 2.5. Comprehensive analysis of all relevant data and information is undertaken to formulate a viable and realistic strategic plan.
3. Develop and document strategic plan	3.1. Performance measures are clear and address all key aspects of enterprise performance. 3.2. The implications of the strategic plan for the enterprise are identified, documented and incorporated. 3.3. Value adding activities and opportunities are

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ELEMENT	PERFORMANCE CRITERIA
	systematically introduced. 3.4. Strategic plan initiatives and desired outcomes are clearly communicated to all relevant parties. 3.5. Strategic performance is evaluated for gaps and strengths, and appropriate remedial action implemented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• set goals and directions for a business • analyse information and results • consider and evaluate alternatives • design performance criteria • manage projects • think logically and strategically • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• the external environment • working knowledge of market forces • resource availability and accessibility • feasible enterprises and opportunities • business structures • forecasting • value adding concepts

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REQUIRED SKILLS AND KNOWLEDGE
• strategic planning methodologies • data collection and analysis methods • risk management techniques • knowledge of legislation codes and by-laws relevant to the organisations operation and potential expansion • organisational design and change processes.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • determine the scope and desired business outcomes of the strategic plan • analyse the competitive environment • document performance measures to address all key aspects of enterprise performance • evaluate opportunities and the viability and feasibility of the production, business and marketing plans • document, monitor and review the strategic plan.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Relevant businesses may include:	• small, medium and large enterprises.

Unit Sector(s)

Unit sector	Business

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCCF403A Obtain and manage sponsorship

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers obtaining and managing sponsorship and defines the standard required to: identify sponsorship opportunities through mutual benefits to organisations; screen potential sponsors in terms of cultural protocols and community sensibilities; negotiate an appropriate sponsorship arrangement to support a project; document a sponsorship arrangement, detailing all arrangements and responsibilities; meet legal, financial, cultural, ethical, equity and other requirements for the duration of the sponsorship arrangement; review a sponsorship arrangement and plan its renegotiation.

Application of the Unit

Application of the unit	This unit applies to those who plan and obtain sponsorship for a community program such as Landcare.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify sponsorship opportunities	1.1. Potential sponsors are targeted on the basis that they would be appropriate partners to the program. 1.2. A rationale for sponsoring the program and/or activities is developed which achieves a balance between the sponsors' requirements and the program goals, and benefits to the sponsor and program. 1.3. Feasibility of sponsorship opportunities is confirmed by research and analysis. 1.4. Mutual benefits are itemised and list of targets is developed. 1.5. Community, cultural and equity requirements in the group operations are considered in developing list of targets.
2. Prepare and deliver sponsorship pitch	2.1. Contact with potential sponsor is made in accordance with program and enterprise procedures and guidelines. 2.2. The best interests of the program, group and agency are maintained in sponsorship approach. 2.3. Presentation support materials are prepared with appropriate accuracy, style and degree of information. 2.4. Presentation and approach demonstrates an understanding of and respect for sponsors' business, and shows how sponsorship will be mutually beneficial. 2.5. Outcomes of any prior sponsorship arrangements are

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ELEMENT	PERFORMANCE CRITERIA
	appropriately included in pitch and negotiations. 2.6. Presentation is followed up in a professional manner that preserves the integrity of the negotiations.
3. Successfully negotiate sponsorship deal	3.1. Terms are agreed which satisfy both the sponsor and the program and the associated agency where appropriate. 3.2. Nature of sponsorship and of the benefits to the sponsor are expressed in explicit terms and understood by both parties. 3.3. Commitments under the sponsorship arrangements are clearly identified to assist maintenance of relationship.
4. Maintain sponsorship deal	4.1. Legal, financial, cultural, ethical, equity and other requirements are met throughout the sponsorship period. 4.2. Commitments under the sponsorship arrangements are met promptly and benefits are delivered to the sponsor as agreed. 4.3. Role of sponsor in supporting program/project is recognised in literature, reports and on-site as appropriate. 4.4. Timing for the start of discussions to extend or complete the sponsorship is identified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• conduct effective presentations • undertake face-to-face and written marketing techniques • develop presentation support materials • negotiate and close contracts • coordinate others to develop presentation • coordinate others to deliver commitments • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly

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REQUIRED SKILLS AND KNOWLEDGE
information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• sources of information about the community and organisations, businesses, groups and individuals • strategy, goals, ethics, program and activities of community group and/or agency • effective marketing techniques • acts, policies and guidelines governing programs and activities • relevant Occupational Health and Safety (OHS) and public safety requirements • sources of legal and financial advice • understanding of operation of contracts and agreements • approach to other people that creates professional image.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify sponsorship opportunities through mutual benefits to organisations • screen potential sponsors in terms of cultural protocols and community sensibilities

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EVIDENCE GUIDE	
	• negotiate an appropriate sponsorship arrangement to support a project • document a sponsorship arrangement, detailing all arrangements and responsibilities • meet legal, financial, cultural, ethical, equity and other requirements for the duration of the sponsorship arrangement • review a sponsorship arrangement and plan its renegotiation.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Sponsorship may include:	• arrangements covering cash or kind and may be offered in support of a particular event, activity or project, or towards the general running costs of the community group, program or park/reserve.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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AHCCCF404A Contribute to association governance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the processes involved with contributing to association governance and defines the standard required to: complete a checklist for association governance covering meeting procedure, finances, staff management, legislative compliance, ethical conduct and community consultation; conduct a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis for the associations operations; participate in board/committee meetings.

Application of the Unit

Application of the unit	This unit applies to those who contribute to association governance are an effective committee member of an incorporated association.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor association activities	1.1. Activities undertaken by group are monitored to ensure: 1.1.1. association objectives are being adhered to 1.1.2. resolutions of committee and members meetings are being followed 1.1.3. finances are properly managed 1.1.4. any employees are managed and volunteers are appropriately supervised 1.1.5. legislative requirements are being met 1.1.6. ethical requirements are being met 1.1.7. group operations and approaches are sensitive to and inclusive of community and sections within the community. 1.2. Variations from expected standards are noted, and where required, immediate or routine action taken.
2. Identify opportunities, threats and risks	2.1. Opportunities for the group to commence new projects or activities are identified and submitted to the committee. 2.2. Threats to the ongoing operation of the group are identified and raised at committee meetings. 2.3. Risks associated with the group's activities and ongoing operation is identified. 2.4. Risks and proposed risk control measures are submitted to the committee.
3. Participate in board/committee meeting	3.1. Committee agendas are reviewed prior to meetings. 3.2. Agenda items and reports to committee are

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ELEMENT	PERFORMANCE CRITERIA
	submitted as required. 3.3. Committee meetings are attended and issues discussed as placed on the agenda or as modified. 3.4. Good communications are established and maintained with other committee members to ensure competent management of group affairs. 3.5. Personal observations and concerns including opportunities, threats and risks are raised at committee meetings. 3.6. Actions are taken on personal commitments made at committee meeting and reported to the committee.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- prepare brief verbal and written reports
- contribute to conflict resolution
- requires knowledge of relevant legislation, basic financial statements, committee meeting and members meeting procedures, objectives and rules of association and community goals and plans, and diversity in community and range of views and goals
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- requirements of relevant legislation
- interpretation of basic financial statements

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REQUIRED SKILLS AND KNOWLEDGE
• requirements of programs • committee meeting and members meeting procedures • objectives and rules of association • basic management practice including practices in employing people • community goals and plans • diversity in community and range of views and goals • Occupational Health and Safety (OHS) and corporate governance legislation and codes of practice • pubic safety requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • complete a checklist for association governance covering meeting procedure, finances, staff management, legislative compliance, ethical conduct and community consultation • conduct a SWOT analysis for the associations operations • participate in board/committee meetings.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Areas of employee supervision may include:	• direct supervision and appropriateness • recruitment of paid employees and volunteers • appraisal of paid employees including any disciplinary actions • employment conditions including remuneration and benefits • training provided • relationships and cooperation between employees • employees and volunteers • committee.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCCF405A Develop community networks

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing community networks and defines the standard required to: identify groups in the community and key contacts within the community; investigate equity requirements and cultural protocols for dealing with community groups; establish networks of common interests through individual contacts and contacts with other groups; promote land management activities and issues to community groups through networking; document networks and community contacts to provide a consultation mechanism for land management programs.

Application of the Unit

Application of the unit	This unit applies to those who develop relationships that support the establishment and development of the group and provide support from within the community for the group.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Make contacts within community	1.1. Connections are made through business, social and personal contacts and programs to the community. 1.2. Connections are identified for the potential in regard to some group program or activity. 1.3. Plans for developing contacts and relationships are formulated in conjunction with relevant group members and leaders. 1.4. Equity requirements and cultural backgrounds of people being contacted are respected. 1.5. Appropriate cultural protocols are observed to establish positive contacts. 1.6. Appropriate mechanisms are followed to establish contacts with Indigenous communities. 1.7. Community requests for information on or participation in programs or activities are addressed to promote the group(s) and program.
2. Form and create links	2.1. Contact is developed through promotional activities, programs and activities of mutual interest to community members and groups. 2.2. Activities, programs and personal contact are structured to allow trust and understanding to develop within group and community. 2.3. Working relationships are developed in areas of common interest and goals to bring benefit to all

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ELEMENT	PERFORMANCE CRITERIA
	parties. 2.4. Feedback on programs and community group activities is sought from participants and community, and used to modify their application. 2.5. Appropriate records are developed to maintain ongoing contracts and relationships.
3. Build networks	3.1. Individual contacts and contacts with other groups are used to establish networks of common interest. 3.2. Programs and activities are reviewed to incorporate networks and the network resources in areas of common interest and goals. 3.3. Progress in establishing links and networks is evaluated and opportunities for further action are identified. 3.4. Relationships and networks are managed to ensure compliance with cultural protocols and with agency/enterprise procedures and guidelines.
4. Report on community liaison	4.1. Community liaison activities are evaluated in terms of their costs, benefits to the group(s) program and contribution to the community. 4.2. Reports on community liaison activities are prepared and submitted in line with group and program/agency guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify community cultures and goals • use manual or electronic index systems • give presentations to diverse groups of people • handle contentious issues raised by others in conjunction with strong views • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as

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REQUIRED SKILLS AND KNOWLEDGE
specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• community structures, organisations and cultures • relevant government community action program(s) • process of delivery of program(s) • broad Australian and regional history • current social and environmental affairs for local community and wider region • rural industry operations and structures (for rural programs) • relevant legislation • affirmative action and anti-discrimination policies • occupational health and safety requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify groups in the community and key contacts within the community • investigate equity requirements and cultural protocols for dealing with community groups • establish networks of common interests through individual contacts and contacts with other groups

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EVIDENCE GUIDE	
	• promote land management activities and issues to community groups through networking • document networks and community contacts to provide a consultation mechanism for land management programs.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Networks may include:	• the range of business and community networks associated with agriculture, horticulture and land management.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCCCF407A Obtain resources from community and groups

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers obtaining resources from community and groups and defines the standard required to: develop a list of resources required to carry out a project or function; identify resources that may be able to be donated, purchased or borrowed from community; apply for access to resources from community with details of proposed use and justification; negotiate use of resources in a way that maintains community support; document the use of resources as part of project management and to allow acknowledgement of community contribution.

Application of the Unit

Application of the unit	This unit applies to those who source resources from within the community and group to support Landcare or similar group activities and projects.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify potential resources	1.1. Potential resources in the group, community and agency are identified to match project requirements as documented in plan. 1.2. Likely conditions under which alternative resources can be sourced are identified to determine suitable sources and conditions of sourcing.
2. Seek commitment of resources	2.1. Owners of resources are approached to discuss resource availability and conditions of availability. 2.2. Costs of alternative arrangements are reviewed in context of the project or group budget to determine which arrangements can be accepted or renegotiated. 2.3. Arrangements are reached with resource owners on the use of resources within overall project plan and budget. 2.4. Approach and relationship with resource owners caters for range of viewpoints to ensure a positive image of program is maintained.
3. Coordinate use of resource	3.1. Provision of resources is coordinated to suit project and project plan and any changes in timing and availability of complementary resources. 3.2. Use of resources is documented to program and project requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• identify potential resources • seek commitment of resources and coordinate use of resources • negotiate and complete agreements • apply networking strategies • develop alternative plans • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• project resource requirements • task analysis, including hazard and risk analysis • occupational health and safety and public safety obligations • network of resources in the community • program guidelines • project contract • group liability • basic skills analysis • licensing requirements.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • develop a list of resources required to carry out a project or function • identify resources that may be able to be donated, purchased or borrowed from community • apply for access to resources from community with details of proposed use and justification • negotiate use of resources in a way that maintains community support • document the use of resources as part of project management and to allow acknowledgement of community contribution.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Resources may include:	• the range of resources that can be sourced from the community or group covering paid, trainee and volunteer labour • labour and equipment from clients • equipment borrowed, hired and bought • materials bought, donated and discounted • Occupational Health and Safety (OHS) equipment • may include the discussion and negotiation of

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RANGE STATEMENT	
	what volunteers will do and with whom.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCCF408A Promote community programs

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the promotion of community programs and defines the standard required to: identify the potential of a program to appeal to sections of community or industry based on benefits and costs; identify communication channels appropriate for promotion; present in a range of direct promotional situations; develop promotional materials including a range of audio/written/graphic materials; evaluate the promotion program based on stakeholder feedback and effectiveness; respond to queries and enquiries generated by the promotion program.

Application of the Unit

Application of the unit	This unit applies to those who promote community Landcare programs or similar, which raise public interest and commitment and attract users, clients or customers of the program and group services.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify target markets	1.1. Potential of program to appeal to sections of community or industry is identified in terms of benefits and costs. 1.2. Sectors of local community and industry that are potential users/customers/audiences of program are identified. 1.3. A plan to promote program and/or local projects and/or group activities is developed in conjunction with other communication activities.
2. Develop promotional materials	2.1. Range of promotional channels to reach target sectors is identified. 2.2. Promotional materials to suit promotional channels and target sectors are sourced or developed. 2.3. Impact of promotional materials is tested with group or community members. 2.4. Specialist marketing support is obtained to address specific marketing issues within budget, and program and agency guidelines.
3. Promote program to potential users	3.1. Potential users of program and services are approached through promotional channels and directly. 3.2. Impact of promotional activities is assessed to determine any changes required. 3.3. Promotional plan and activities are adjusted to

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ELEMENT	PERFORMANCE CRITERIA
	achieve an improved impact.
4. Obtain commitment to use program services where appropriate	4.1. Proposals for delivery of program services are presented to interested potential users in terms of benefits, costs and other factors. 4.2. Issues raised by potential users are addressed to overcome objections. 4.3. Commitments to use program services or support program are obtained to agency or program guidelines.
5. Respond to enquiries	5.1. Enquiries by members of community, industry and program are addressed in terms of good customer service and to program and agency guidelines. 5.2. Records are kept of contacts, enquiries and presentations for reporting and follow-up. 5.3. Enquiries and presentations are followed up to obtain commitments to program services and objectives.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- develop a promotional plan
- develop a range of written/graphic materials
- present in a range of direct promotional situations
- present a specific proposal
- overcome objections
- maintain office records, especially of programs, enquiries, contacts and presentations
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data

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REQUIRED SKILLS AND KNOWLEDGE
• use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• program services, objectives, goals and guidelines • group goals and plans • project and other activities • basic marketing principles • local advertising channels • local or regional community and industries.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify the potential of a program to appeal to sections of community or industry based on benefits and costs • identify communication channels appropriate for promotion • present in a range of direct promotional situations • develop promotional materials including a range of audio/written/graphic materials • evaluate the promotion program based on stakeholder feedback and effectiveness • respond to queries and enquiries generated by the promotion program.
Context of and specific resources for	Competency requires the application of work practices

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EVIDENCE GUIDE	
assessment	under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Programs may include:	• Commonwealth Government community programs under the Natural Heritage Trust • Rural Industry programs • business programs • State Government community programs related to the environment.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCCCF409A Participate in assessments of project submissions

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of participating in the submission assessment process at regional and State/Territory levels for public-funded community programs. It requires the ability to participate in committees, appropriately question and discuss cultural and social issues, rank competing projects, and maintain probity of the assessment. Participating in assessments of project submissions requires knowledge of rural industries and/or natural resource management principles, scope of programs, regional areas, community and issues in areas of communities.

Application of the Unit

Application of the unit	This unit applies to those who participate in the submission assessment process at regional and State/Territory levels for public-funded community programs.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research the applicable program guidelines	1.1. Policy and program information required to participate in the assessment of projects within a region or State/Territory is obtained and reviewed. 1.2. Own role and responsibilities are identified within applicable program guidelines and legislative requirements. 1.3. Own knowledge of policy and program information and legislative requirements is built through involvement in development activities to achieve an understanding of the program aims and goals. 1.4. Changes in policy and program information are identified for impact on assessment processes.
2. Review the submissions	2.1. Project submissions are reviewed prior to the assessment committee meeting in the context of policy and program information. 2.2. Personal review and ranking of projects is completed in preparation for the assessment committee meeting, in accordance with program guidelines.
3. Participate in committee assessment process	3.1. Projects which meet program guidelines are identified by the committee for further assessment. 3.2. Submissions seeking further funding for existing projects are identified and reviewed under separate criteria according to program guidelines. 3.3. Assessments of projects, which have been processed

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ELEMENT	PERFORMANCE CRITERIA
	through a local or regional assessment panel, are given a balanced consideration to manage the time taken on the assessment, and to ensure equity and fairness in the process. 3.4. Projects are reviewed and ranked by the committee in terms of the priorities and other factors defined in the program guidelines. 3.5. Active listening approaches and appropriate questioning techniques are used to develop an understanding and a team approach across a diverse committee/panel. 3.6. Projects are selected for recommendation in accordance with program guidelines and available funds.
4. Maintain probity of assessment	4.1. Confidentiality requirements of the assessment process are maintained. 4.2. Ethical and legislative standards and procedures of the assessment process are followed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• participate in committees • understand team development • rank competing projects • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• rural industries and/or natural resource management principles • scope of programs • regional areas, community and issues in areas of communities • wide understanding of legislative and program guidelines at appropriate local, regional and State levels. • project assessment processes • program probity requirements • awareness of diversity in community • relevant legislation.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • use monitoring techniques suitable for the environment and species • install and use monitoring equipment • develop systems to capture, maintain and analyse data • make observations and record data on species diversity and abundance • review data to ensure the monitoring process is correctly targeted and implemented.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or

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EVIDENCE GUIDE	
	enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Submissions may include:	• a community group or a number of community groups. Submissions may be for a local area or for a wider region, and may incorporate funding from more than one program.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCCF410A Support individuals in resource management change processes

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers supporting individuals in resource management change processes and defines the standard required to: assess the resource management change and its potential impact on individuals; predict issues that are likely to arise from change, based on community feedback and statistical information; provide information and support to individuals and families facing resource management changes; review the methodology and effectiveness of support to improve support services for resource management change.

Application of the Unit

Application of the unit	This unit applies to persons who provide support for a person or business to change their management of resources within the context of the program.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify change processes	1.1. Changes that will impact individuals' and families' business operations and private lives are identified to assess their impact. 1.2. Impacts are assessed in terms of the degree of impact on businesses and personal lives.
2. Conceptualise impact of changes	2.1. Discussions are initiated with individuals and families to identify their life-style, values and views on resource management and program issues to identify potential for change. 2.2. Potential difficulties individuals and families may have in implementing change in their business and private lives are identified. 2.3. Appropriate information and support approaches that address potential difficulties and are inclusive of cultural and equity are identified as part of change process.
3. Implement support techniques	3.1. Information is obtained to support individuals and families facing change. 3.2. Information is provided in appropriate format and context to support individuals and families considering the change. 3.3. Individuals and families are given positive encouragement and support as they consider and implement change.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Support approach and information given is provided in a culturally sensitive and equitable manner. 3.5. People are invited to seek additional assistance and provided with avenues of assistance where this will assist in their management of change.
4. Review support outcomes	4.1. Results of support provided are progressively assessed in terms of resources spent, change achieved and potential for further change. 4.2. Support approach is modified in light of results.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify change processes
- conceptualise impact of changes
- conduct informal discussions/interviews
- develop networks
- implement personal support techniques and processes
- review support outcomes
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- relevant rural business practices and best practice within local context
- local natural resource management issues
- community lifestyle and practices, some with impact on natural resources

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REQUIRED SKILLS AND KNOWLEDGE
• relevant approaches to different cultures • change management theory and practices • action learning approaches • networks of assistance.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • assess the resource management change and its potential impact on individuals • predict issues that are likely to arise from change, based on community feedback and statistical information • provide information and support to individuals and families facing resource management changes • review the methodology and effectiveness of support to improve support services for resource management change.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Change processes may include:	• a range of contexts covering business practice to conserve natural resources in both personal living and organisational activities.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCCF411A Develop approaches to include cultural and human diversity

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing approaches to include cultural and human diversity and defines the standard required to: identify the range of cultural and social groups in a land management area; determine the linkages and potential impacts between natural resource issues and cultures; negotiate and maintain cultural protocols for dealing with land management issues; develop working relationships with representatives of cultural groups; and facilitate the involvement of culturally diverse groups in community issues related to land management.

Application of the Unit

Application of the unit	This unit applies to those whose job role includes identifying and accessing culturally diverse groups in the community so that they are included in program development and implementation. A high level of cultural awareness and the need to observe cultural protocols are important parts of the process. Note: for indigenous contexts, the delivery and assessment against this unit must comply with community protocols and guidelines and be supported by elders and custodians of country.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify potential for cultural diversity	1.1. Information on the population is used to identify the range of cultural diversity. 1.2. Potential involvement of individuals and groups of people are identified in the context of the program. 1.3. Adjustments to program and program promotional materials are identified to meet cultural frameworks of different peoples.
2. Develop processes to include culturally diverse groups	2.1. Cultural protocols are identified to ensure contacts with individuals/communities are successful. 2.2. Key persons who may influence relationships are identified. 2.3. Steps to develop and maintain contact with culturally diverse groups are formulated in line with understanding of the cultures, goals of the relationship, and any relevant enterprise guidelines. 2.4. Processes are inclusive of an equitable involvement of various sections of the community and their

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ELEMENT	PERFORMANCE CRITERIA
	perspectives.
3. Communicate potential and support for culturally diverse group	3.1. People and groups of culturally diverse background in the area are approached to promote their potential involvement in groups and programs in line with formulated steps. 3.2. Potential of program and group activities is communicated in a culturally relevant manner. 3.3. Approaches are adjusted in light of any new information on cultural groups and protocols. 3.4. Links between individuals and culturally diverse groups are facilitated to ensure good community relationships and development of the program.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- flexibility in the application of program guidelines and policy
- conflict resolution
- negotiation skills
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- sources of culturally relevant materials and verbal information
- understanding of indigenous peoples and history
- cultural protocols and perspectives

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REQUIRED SKILLS AND KNOWLEDGE
• relevant legislation and guidelines • principles of equal opportunity and affirmative action • current relationships between culturally diverse groups in the area • understanding of the role of various sections of the community in historical and relationship terms.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify the range of cultural and social groups in a land management area • determine the linkages and potential impacts between natural resource issues and cultures • negotiate and maintain cultural protocols for dealing with land management issues • develop working relationships with representatives of cultural groups • facilitate the involvement of culturally diverse groups in community issues related to land management.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Culturally diverse groups include:	• indigenous peoples • immigrant peoples of overseas birth • people born in Australia who conform with overseas cultures, practices and beliefs in part or in full, and male and female perspectives in the communities.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCCF412A Coordinate board/committee elections

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers coordinating board/committee elections and defines the standard required to: seek and check nominations; conduct elections and monitor voting irregularities; deal with complaints and grievances about the election process; record and declare results.

Application of the Unit

Application of the unit	This unit applies to community program leaders who coordinate committee or board elections for an unincorporated group or incorporated association.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Seek nominations	1.1. Election requirements required under the rules and past practice are identified to establish correct election procedures. 1.2. Nominations are called for officers and committee positions that will become vacant according to the group/association rules and practice. 1.3. Nominations are checked for validity according to the group/association rules and practice. 1.4. Procedures to fill positions where there are no nominations are implemented according to the group/association rules and practice.
2. Conduct elections	2.1. Nominations for uncontested positions are declared filled according to the group/association rules and practice. 2.2. Election date is set according to group/association rules and practice. 2.3. Ballot papers are prepared according to the number of nominations and the voting method described in the group/association rules and practice. 2.4. Voting is managed to ensure a fair ballot by persons eligible to vote according to the group/association rules and practice. 2.5. Any voting irregularities are assessed for impact on result, with any invalid elections being declared void.
3. Promote a positive election atmosphere	3.1. Positive attitude of co-operation between candidates is promoted to maintain group harmony. 3.2. Issues and complaints are addressed in a positive

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ELEMENT	PERFORMANCE CRITERIA
	manner according to the rules, to ensure group satisfaction with the election process. 3.3. Minority interests are facilitated to ensure equitable representation.
4. Declare results	4.1. Votes are counted using a counting method that ensures a fair count according to the group/association rules and practice. 4.2. Results are announced or provided to the group/association chair according to the group/association rules and practices. 4.3. Records of results are completed according to group/association rules and practice. 4.4. Grievances are addressed according to articles of association, group rules and practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- seek nominations
- conduct elections
- declare results
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- articles, rules and practice of the group

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REQUIRED SKILLS AND KNOWLEDGE
• election procedures used by other groups and in other voluntary organisations • voting method to be used • understanding of range of community perspectives and perspectives brought by individuals to group.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • seek and check nominations • conduct elections and monitor voting irregularities • deal with complaints and grievances about the election process • record and declare results.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Requirements may include:	• vacancies

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RANGE STATEMENT	
	• procedures for election • eligible persons • time between elections as defined in the rules or practice.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCCF413A Service committees

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers service committees and defines the standard required to: organise formal meetings; prepare business papers and additional information for meetings; conduct meetings and carry out follow up actions; plan other events for a committee; maintain records, including the operating budget, for a committee.

Application of the Unit

Application of the unit	This unit applies to community program leaders who organise meetings for committees and sub-committees at the group and regional levels to support the operation of community groups.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise meetings	1.1. Purpose of meeting(s) is clarified with the chair, secretary or coordinator. 1.2. Schedule of meetings is prepared and maintained in line with any group, regional and/or agency requirements. 1.3. Venue and date of meeting is organised according to meeting schedule, group or regional requirements and within any budget constraints. 1.4. Participants are advised of any changes to original meeting details. 1.5. All appropriate individuals are advised of details of meetings and followed up for confirmation of attendance according to instructions. 1.6. Any apologies are accepted and accurately recorded for presentation at meeting. 1.7. Meeting room is set up in a timely manner to suit arrangements and according to instructions.
2. Prepare business papers for meetings	2.1. Notice of meeting and agenda are accurately prepared to instructions and details provided. 2.2. Reports required for meeting are prepared or collated as appropriate. 2.3. All business papers are distributed to appropriate individuals following established group or regional meeting guidelines.
3. Record and produce minutes of meeting	3.1. Notes are taken of meeting activities and decisions to ensure an accurate record of meeting. 3.2. Minutes of the meeting are produced in required

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ELEMENT	PERFORMANCE CRITERIA
	format to provide an accurate account of meeting. 3.3. Minutes are checked for accuracy, approved and distributed to instructions.
4. Follow up after meetings	4.1. Action lists on work following from meetings are prepared according to instructions. 4.2. Requests for information from group members or officers are dealt with promptly and accurately. 4.3. Correspondence associated with meetings is dealt with in a timely manner according to instructions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- use office equipment, such as computers, photocopiers and facsimiles
- plan events
- manage budgets
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- meeting procedures, both formal and informal
- agency guidelines where applicable or instructions
- relevant program and incorporation requirements for group where applicable
- local facilities for meetings
- local arrangements for authorising expenditure
- local community and activities

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REQUIRED SKILLS AND KNOWLEDGE
• office and related business procedures • Occupational Health and Safety (OHS) and public safety requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • organise formal meetings • prepare business papers and additional information for meetings • conduct meetings and carry out follow up actions • plan other events for a committee • maintain records, including the operating budget, for a committee.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Service may include:	• meetings including group management

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RANGE STATEMENT	
	meetings, group general or annual meetings • training/extension sessions • sub-committee meetings related to a project or other specific activity • regional meetings for coordination or for management of regional plan • agency related meetings associated with management of program.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCCF414A Coordinate fund-raising activities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers coordinating fund-raising activities and defines the standard required to: present ideas for fund-raising at meetings; approach and enlist support of volunteers; coordinate committees/teams and the sites and resources required for fund-raising; coordinate activities and implement general risk management.

Application of the Unit

Application of the unit	This unit applies to community program leaders who coordinate fundraising activities for local Landcare community groups or programs.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Seek fundraising ideas	1.1. Requirements for funds are identified to determine extent of fundraising. 1.2. Successful fundraising activities used by this or other groups are identified for further investigation. 1.3. Potential new fundraising activities are compared to existing methods to determine preferred fundraising activities. 1.4. Potential fundraising ideas are reviewed in conjunction with other leaders to identify preferred fundraising activity(s). 1.5. Views of individuals in groups are considered in determining preferred fundraising activities.
2. Select and develop ideas	2.1. Required resources and potential net income from preferred fund raising activities are estimated. 2.2. Selected fundraising activities are submitted with reasons to group for approval according to group practices to obtain group agreement.
3. Conduct fundraising	3.1. Volunteers to manage and/or support required activities in fundraising program are sought and duties negotiated. 3.2. Volunteers required to organise fundraising are organised into committee and/or teams. 3.3. Fund raising activities comply with public safety, occupational health and safety, and other legislative and local government requirements. 3.4. Fundraising activities are supervised according to group requirements to ensure optimum return for

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ELEMENT	PERFORMANCE CRITERIA
	group with available resources, and to present a positive image of the group. 3.5. Cash handling procedures are used to ensure security of money collected. 3.6. Sites of activities are checked to ensure they are tidy to requirements before and after. 3.7. Results from fundraising activities are recorded for review.
4. Review results	4.1. Results are reviewed and submitted to group for discussion. 4.2. Discussion on relative value of fundraising activities and potential suitability for future is coordinated. 4.3. Results and review are submitted to group management committee for noting, recording and further action.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- presentation of ideas at meetings
- approach and enlist support of volunteers
- coordinate committees/teams
- negotiate for sites and resources
- plan and coordinate activities
- implement general risk management
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental

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REQUIRED SKILLS AND KNOWLEDGE
abilities.
Required knowledge
• network to seek ideas • group practices/protocols • scope of acceptable activities within various cultures/groups in the community • budgets for management of costs • basic money/cash handling and recording of expenses and income • summarising results of activities • basic financial statements • public safety • Occupational Health and Safety (OHS) approaches and procedures • relevant local government by-laws • permits required for some fundraising activities • meeting procedures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • present ideas for fund-raising at meetings • approach and enlist support of volunteers • coordinate committees/teams and the sites and resources required for fund-raising • coordinate activities and implement general risk management.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources

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EVIDENCE GUIDE	
	for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Fund raising activities may include:	• activities with the potential to provide a source of funds for the groups operation, from the group members, contacts of the group members, or from the wider community • activities seeking donations, payment for goods and services provided and funds from social activities such as local events, stalls and large scale community events • activities combined with promotion or sponsorship at community events to promote group, projects and/or program.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCCCF415A Coordinate social events to support group purposes

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers coordinating social events to support group purposes and defines the standard required to: facilitate small ad-hoc groups to complete activities; coordinate group officers to perform appropriate roles in events; plan and follow-up tasks to be completed for the social event.

Application of the Unit

Application of the unit	This unit applies to community program leaders who coordinate social events in the context of a workplace or a community group as a method of creating community interest in a Landcare program.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan social events	1.1. Place of social events within group's activities is identified to ensure contribution to group goals. 1.2. Group members' preferences for activities and frequency are obtained to obtain their support. 1.3. Concept, timing and resources required for social event are developed in cooperation with others to suit members' wishes and any community involvement. 1.4. Community views and safety issues are reviewed to ensure risk to group image and public safety is managed. 1.5. Social event is promoted to members and relevant section of the community. 1.6. Personnel and required resources are coordinated for availability at social event.
2. Coordinate activities	2.1. Location of social activity is prepared to cater for activity and people. 2.2. Coordination between people assisting in the social event is facilitated to provide a pleasant environment consistent with purpose of activity. 2.3. Availability of resources is checked to ensure event will occur as planned. 2.4. Shortages in personnel and resources are managed to minimise impact on social event. 2.5. Visitors to events and members are welcomed and introduced to others to develop positive social environment.

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Personnel are coordinated to restore location of social activity to its original condition. 2.7. Members' opinions of event are obtained to determine whether even should be repeated or altered.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• facilitate small ad-hoc group to complete activities • coordinate group officers to perform appropriate roles in events • timely plan and follow-up tasks to be completed for event • manage any conflict • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• basic catering requirements • resources available in the community • basic costing for events • basic money handling and group financial procedures • resources required for different types of events • negotiation of arrangements with caterers, hotels and clubs • hiring and borrowing equipment • group goals and aim of events • community views and cultures.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • facilitate small ad-hoc groups to complete activities • coordinate group officers to perform appropriate roles in events • plan and follow-up tasks to be completed for the social event.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Purposes for social events may include:	• the promotion of a Landcare group or similar • the promotion of projects and programs to a community • to attract new members • to celebrate an event • to develop group cohesiveness • to provide an occasion for dignitaries to meet members and community.

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Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCCF416A Present proposed courses of action to meeting

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers presenting proposed courses of action to meeting and defines the standard required to: seek information from sources of knowledge and advice; develop solutions on own or in small groups; design a course of action and documentation; present recommendations to a meeting.

Application of the Unit

Application of the unit	This unit applies to community program facilitators.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop course of action and documentation	1.1. Course of action related to goal, action strategy, project or issue is identified to solve a problem or to advance the group. 1.2. Alternative courses of action are identified and compared to proposed course of action to find best alternative. 1.3. Known legislative and ethical requirements and diverse viewpoints are identified for inclusion in course of action. 1.4. Reason(s) for proposed course of action are identified including costs and benefits, for inclusion in presentation.
2. Present recommendation(s)	2.1. Recommendations are presented to committee with reasons for approval. 2.2. Reasons for selection of preferred course of action over alternatives are presented to committee as required for its consideration.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• seek information from sources of knowledge and advice • develop solutions on own or in small groups • develop course of action and documentation

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REQUIRED SKILLS AND KNOWLEDGE
• prepare presentation on course of action with supporting reasoning and information • present recommendations to a meeting • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• sources of knowledge and advice appropriate to submission, e.g., library, coordinator/leader • structure for presenting reasoned submissions • basic brainstorming techniques • basic costing • basic cost/benefit analysis • cultural viewpoints in the community.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • seek information from sources of knowledge and advice

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EVIDENCE GUIDE	
	• develop solutions on own or in small groups • design a course of action and documentation • present recommendations to a meeting.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Actions may include:	• formal or semi-formal presentations to a meeting to obtain consent for a course of action or as part of a program submission.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCCCF502A Facilitate development of group goals and projects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers facilitating development of group goals and projects and defines the standard required to: identify and discuss land management issues with local groups; work with groups to identify local actions that they can become involved in to promote improved land management outcomes; provide support to a group in preparing project proposals and submissions.

Application of the Unit

Application of the unit	This unit applies to those dealing with groups and communities involved in a Landcare or similar program and covers the facilitation role to assist a group to develop its direction and role in terms of goals, action plans and projects, and to prepare submissions for funding on relevant projects.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Promote the identification of environmental issues	1.1. Group members are encouraged to identify local environmental issues within the context of the group's activities and program scope. 1.2. Identified issues are developed in terms of the problem(s), the cause(s), and actions required. 1.3. Group members are given opportunities to learn about environmental matters and to acquire additional related skills.
2. Facilitate development of priorities for action	2.1. Group members are facilitated to develop potential action strategies from identified issues to comply with program scope. 2.2. Different action strategies are given priorities in terms of members' interests and skills, the impact in terms of solving environmental issues and promotion of solutions to environmental issues, and compliance with the program guidelines. 2.3. Facilitation processes used are sensitive to the level of group development.
3. Facilitate development of goals	3.1. Group members are facilitated to develop goals of the group in terms of the locality and region environmental contexts, and to link these to action strategies to develop a cohesive action plan. 3.2. Group is encouraged to document their goals and action strategies and to obtain membership approval. 3.3. Group is encouraged to review previous goals and action plans as part of the development of new goals

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ELEMENT	PERFORMANCE CRITERIA
	and action plans. 3.4. Role of facilitator/coordinator in group development and management is clearly identified to reduce unrealistic expectations and conflict. 3.5. Minority views and interests are managed to ensure group cohesion is maintained. 3.6. Group is facilitated to develop its goals and projects within its rules of association and program guidelines. 3.7. Goals and action strategies are correlated to regional plans and initiatives.
4. Support group to identify and evaluate potential projects	4.1. Group is facilitated to identify a range of potential projects within goals and action strategy. 4.2. Group is facilitated through an evaluation process of alternative projects to determine: compliance with members' interests and skills, project scope within the resources of the group or network of regional groups, compliance within program scope, available funding and potential for acceptance. 4.3. Group is encouraged to review the results of previous projects and submissions for funds as part of the development of new projects. 4.4. Facilitation process is sensitive to individual members viewpoints, perspectives and cultures, and considerate of community goals and plans to manage any potential conflict.
5. Support group in development of project proposals and submissions	5.1. Group is facilitated to develop broad project plan within program guidelines and to develop costing. 5.2. Group is assisted to prepare project proposal in terms of the program requirements and to complete submission for lodgement by the due date to the authorities. 5.3. Group is assisted to document project evaluation requirements in accordance with program and proposal requirements. 5.4. Relevant information is sourced to assist the group in the submission.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• facilitate groups • present to groups • develop strategic plans • promote the identification of land management issues • assist in setting priorities for action • support a group to identify and evaluate potential projects • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• the range of group facilitation styles • previous group history • regional and national environmental issues • regional community, groups and cultures • local and broader politics • strategic planning principles • program guidelines • national, State and regional funding priorities • legislative requirements • community and sector perspectives.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify and discuss land management issues with local groups • work with groups to identify local actions that they can become involved in to promote improved land management outcomes • provide support to a group in preparing project proposals and submissions.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Goals, action plans and projects may range from:	• a small area to a sub-catchment plan.
Environment issues for this standard may include:	• issues associated with the preservation of quality of soil, water and air, with protection of ecosystems or species, or the management of disturbance or degradation.
Group activities may include:	• previous and current range of activities of group • interests expressed by group members who may be independent or in co-operation with other groups • may relate to small area up to a sub-catchment

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RANGE STATEMENT	
	plan, may address one or more issues.
Stakeholders may include:	• indigenous cultures.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCCF503A Promote group formation and development

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the promotion of group formation and development and defines the standard required to: investigate forming a group to progress a land management issue or project; promote the land management initiative to assist group formation and gain support from existing groups; use activities to facilitate group formation and bonding and to attract new members; respond to and solve conflict constructively; deal with groups with appropriate regard for cultural issues, equity and disability.

Application of the Unit

Application of the unit	This unit applies to those who bring people together to form and strengthen a Landcare group or similar, its processes and outcomes.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify potential for group	1.1. Community research is carried out to determine potential interest in forming group in a locality or region. 1.2. Members of existing groups are encouraged to use their networks of contacts to promote the group and program, and to obtain new members.
2. Develop approach to create and maintain interest	2.1. Community organisations and media are identified as potential avenues for promotion. 2.2. Program is promoted in region or locality to create interest in it and its objectives. 2.3. Approaches to diverse sections of the community are modified to cater for their perspectives and cultures. 2.4. People interested in forming new groups are brought together to explore their potential.
3. Communicate group potential and achievements	3.1. Environmental issues that have the potential to be addressed by the community and group are identified and promoted to raise interest. 3.2. Group and regional achievements are recorded and used to promote the group and the program. 3.3. Any tension and/or conflict between people in group formation and development is identified and addressed using appropriate and consistent conflict resolution approaches.
4. Enlist members and volunteers	4.1. Contacts are invited to join the group and program to increase community involvement and resources. 4.2. Interests and skills of community members are

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ELEMENT	PERFORMANCE CRITERIA
	identified to introduce them to relevant program activities and others with mutual interests. 4.3. People who wish to form new groups are given advice, support and access to information and program resources to form the new group. 4.4. Approaches and dealings with individuals and groups include appropriate regard for cultural issues, equity and disability. 4.5. Minority interests within the group are managed to develop group cohesiveness in line with program requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify the potential for the group
- facilitate groups
- speak and present in public
- use the media
- develop approaches to create and maintain interest
- facilitate meetings and discussion during group formation and development phases
- facilitate formation and development of committees
- attract members and volunteers
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- sources of local information

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REQUIRED SKILLS AND KNOWLEDGE
• environmental issues • structure and operation of community organisations • range of one to one presentation methods • range of group presentation methods • group formation processes • public relations principles • principles of negotiation and conflict resolution • program objectives, scope and guidelines • agency procedures and related requirements • public safety requirements • local media outlets • public relations principles • legislative, agency and program requirements including occupational health and safety, equal opportunity and special requirements to support women, migrants and indigenous peoples • principles of negotiation and conflict resolution.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • investigate forming a group to progress a land management issue or project • promote the land management initiative to assist group formation and gain support from existing groups • use activities to facilitate group formation and bonding and to attract new members • respond to and solve conflict constructively

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EVIDENCE GUIDE	
	• deal with groups with appropriate regard for cultural issues, equity and disability.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Groups may include:	• Landcare • Bushcare • Rivercare • other community groups associated with restoration and rehabilitation projects.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCCCF504A Support group and community changes in resource management

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers supporting group and community changes in resource management and defines the standard required to: identify required or impending changes and potential impacts on a group or community; develop change management strategies to deal with potential change issues; distribute information about changes and provide advice and response to queries; facilitate a group through a process of change.

Application of the Unit

Application of the unit	This unit applies to those who support change management processes in a group and community context.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify changes occurring at group and community levels	1.1. Changes occurring or due to occur at group and community level due to voluntary initiatives or legislative requirements are identified in terms of impact.
2. Identify potential impacts and reactions	2.1. Potential impact of changes and reactions at group and community level are identified. 2.2. Support in terms of change management initiatives that may be required to implement change in the group or community is identified. 2.3. Cultural and sector perspectives and viewpoints are identified to address different reactions to change.
3. Facilitate change management processes	3.1. Information related to the changes is distributed in terms that assist understanding and acceptance. 3.2. Group is facilitated to develop understanding of change, to manage reactions and to develop response(s). 3.3. Group is encouraged to develop and implement a plan to address change and its impacts.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• make formal and informal presentations • manage minority viewpoints and interests • chair meetings • lead discussion groups • prepare materials that target specific issues, especially in plain English for diverse groups. • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• change management theories at individual and group level • meeting procedures • local networks and groups • community viewpoints and cultures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

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EVIDENCE GUIDE	
	• identify required or impending changes and potential impacts on a group or community • develop change management strategies to deal with potential change issues • distribute information about changes and provide advice and response to queries • facilitate a group through a process of change.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Change management may be brought about and include:	• consultation • provision of information • negotiation • provision of alternative operating methods • identification of people requiring individual support.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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AHCCCF505A Contribute to regional planning process

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers contribution to a regional planning process and defines the standard required to: participate in panels and group discussion on the planning process; collect information on local land management issues and relate to economic, industry and social factors; submit views on natural resource management priorities and solutions; review draft plans in terms of impact on the local and wider region to identify deficiencies and propose solutions; participate in community consultation.

Application of the Unit

Application of the unit	This unit applies to those whose job role requires them to contribute to and assist in the regional planning process under the broad direction of technical specialists, facilitator and/or group and panels.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Participate in panels and group discussion on the planning process	1.1. Natural resource management issues, economic and social factors, and potential solutions/directions are submitted to panels/groups for discussion. 1.2. Contributions to discussions and panels/groups are positive to assist panel/group to develop course of action and recommendations. 1.3. Contributions to discussions and panels and groups are structured to comply with legislative, program and agency requirements.
2. Collect data and background information	2.1. Information on local natural resource management issues is collected through monitoring and surveys conducted in conjunction with local groups, projects and programs. 2.2. Arrangements are made for additional data on natural resource management issues and associated economic, industry and social factors to be collected for input into analysis and the planning process.
3. Contribute to the plan	3.1. Local natural resource management issues are highlighted to the planning team for inclusion in planning considerations. 3.2. Relationship between local and wider issues is explored to submit views on natural resource management priorities and solutions. 3.3. Draft plans are reviewed in terms of impact on the local and wider region to identify deficiencies and propose solutions.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Participation in community consultation assists the facilitator/regional planner to obtain feedback on the draft plan. 3.5. Proposals for improvement to draft plans are based on natural resource management within relevant economic, industry and social contexts.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- interpret technical advice.
- research information.
- establish data collection processes.
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- local community including economic, industry and social factors.
- group development.
- natural resource management issues for local area/region.
- legislative, program and other requirements for regional plans and the planning process.
- regional planning concepts.
- natural resource management processes.
- consultation approaches.
- cross cultural and cultural factors relevant to social structures.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • participate in panels and group discussion on the planning process • collect information on local land management issues and relate to economic, industry and social factors • submit views on natural resource management priorities and solutions • review draft plans in terms of impact on the local and wider region to identify deficiencies and propose solutions • participate in community consultation.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Land management issues may include:	• damage to natural resources • activities or lack of activity causing ecosystems operating outside their natural states

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RANGE STATEMENT	
	• risk of damage and degradation to natural resources • restoration of degraded areas.

Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCCF506A Manage the incorporation of a group

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers managing the incorporation of a group and defines the standard required to: identify association requirements; seek incorporation approvals; execute incorporation requirements.

Application of the Unit

Application of the unit	This unit applies to those whose job role includes coordinating activities related to the conversion of an unincorporated group into an incorporated entity.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify association requirements	1.1. Legislative requirements for incorporation are obtained from relevant authorities. 1.2. Readiness of group to proceed with incorporation is assessed against program and legislative requirements. 1.3. Appropriate government agency and legal advice is sought during incorporation procedures. 1.4. Changes required in group structure, membership and operating processes are documented for presentation to the group.
2. Seek incorporation approvals	2.1. Consents of members and committee are obtained at the various stages of incorporation in accordance with legislative requirements. 2.2. Committee, public officer, treasurer, auditor and other officers are elected or appointed in accordance with proposed association rules. 2.3. Consent to apply for incorporation and to advertise group's intention is obtained from membership in accordance with legislative requirements.
3. Execute incorporation requirement	3.1. Group's objectives and operating rules are defined in accordance with the legislation and program guidelines. 3.2. Group name is selected and reserved in accordance with legislative requirements. 3.3. Appropriate notice of incorporation is given in accordance with legislative requirements. 3.4. Appropriate forms and fees are paid to implement incorporation according to legislative requirements. 3.5. Changes in association documents and processes are implemented in accordance with legislative requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• present proposals to group • establish groups and operating procedures • seek and interpret advice • give instructions for preparation of documents • resolve conflict • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• basic legal processes and related legislation • reporting procedures for incorporated groups and for groups in programs • basic organisational structures and processes • basic financial processes • incorporation principles and local legislation • incorporation and reporting requirements of program • establishment of groups and operating procedures • basic management and probity principles.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify association requirements • seek incorporation approvals • execute incorporation requirements.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Groups may include:	• community Landcare • Bushcare • Rivercare • similar groups involved in natural area restoration and rehabilitation projects.

Unit Sector(s)

Unit sector	Community coordination and facilitation

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCCF601A Map regional issues and stakeholders

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of coordinating the development of regional plans in the context of natural resource management: review existing planning documents and sources of information to inform the plan; identify land management issues and potential solutions; identify stakeholders to form discussion groups and seek individual input to planning; organise for the collection and analysis of data to inform planning and monitor progress; work with stakeholders and technical advisers to develop goals and performance criteria; develop a draft plan for widespread consultation and feedback; finalise the regional resource management plan.

Application of the Unit

Application of the unit	This unit relates to the ability to scope requirements of a mapping process, determine regional boundaries, identify regional resource management issues, determine the stakeholders in a regional resource management planning process, and develop proposals for a regional plan.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Scope requirements	1.1. Reasons for development of a regional plan are determined to identify broad goals and legislative requirements. 1.2. Prior regional planning work is identified as input to proposed regional planning process.
2. Determine regional boundaries	2.1. Regional boundaries are determined from economic, environmental and social factors that will produce a coherent plan. 2.2. Economic, environmental and social factors that overlap the proposed regional boundaries are identified to develop a scope and weighting of the factors. 2.3. Prior plans and reports are reviewed to verify the suitability of the proposed regional boundaries. 2.4. Program requirements for the development of regional plans are met in the identification of regional boundaries.
3. Identify regional resource management issues	3.1. Regional natural resource issues are researched from prior documentation and from stakeholder views. 3.2. Economic, industry, environmental and social

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ELEMENT	PERFORMANCE CRITERIA
	factors are included in research to assess current and potential impacts of the natural resource management issues. 3.3. The likely depth of research required is estimated to obtain sufficient information on issues for planning purposes.
4. Scope stakeholders in regional resource management planning process	4.1. Economic, industry, social and government activities are scoped to identify influential organisations, groups and people and their particular interests. 4.2. Organisations and groups are approached to determine their interests, viewpoints on natural resource management issues, and willingness to participate in regional planning process. 4.3. Nature of community involvement in planning process is identified from understanding of issues and community.
5. Develop proposal for regional plan	5.1. The objectives of the plan are reviewed after scoping to determine feasibility of proposed processes. 5.2. Proposal for a new or revised plan is developed to obtain funding. 5.3. Estimates are made of time to complete tasks including time for consultations and approvals, and including any discussion with Indigenous communities and groups. 5.4. Costs associated with development of regional plan are identified from preliminary research. 5.5. Proposal is prepared to address the requirements of program(s) and relevant legislation and agency policies and processes. 5.6. Proposal for regional plan is submitted for approval and funding according to agency and program procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
• ability to conduct formal presentations • research in economic, planning, environmental and social areas • estimate costing • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• broad geographic indicators with particular emphasis on the region • regional and rural planning concepts from town planning, rural industry planning, and natural resource planning perspectives • impact of government processes and industry activities in social and economic terms. • consultative techniques • cross cultural and cultural factors relevant to social structures • local government operations • natural resource management and issues.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

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EVIDENCE GUIDE	
	• review existing planning documents and sources of information to inform the plan • identify land management issues and potential solutions • identify stakeholders to form discussion groups and seek individual input to planning • organise for the collection and analysis of data to inform planning and monitor progress • work with stakeholders and technical advisers to develop goals and performance criteria • develop a draft plan for widespread consultation and feedback • finalise the regional resource management plan.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	

Issues and stakeholders may include:	• the process of coordinating the development of regional plans in the context of natural resource management
	• land management issues to be considered in the regional resource management plan including:
	  • damage to natural resources
	  • activities or lack of activity causing ecosystems to operate outside their natural states
	  • restoration of degraded areas
	  • risk of damage and degradation to natural resources.

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Unit Sector(s)

Unit sector	Community coordination and facilitation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCHM201A Apply chemicals under supervision

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of applying chemicals under supervision using handheld or small powered equipment, and defines the standard required to: apply chemicals using handheld or small powered equipment; check, prepare, use and maintain application equipment and personal protective equipment; measure, mix, transport, handle store and dispose of chemicals and comply with Occupational Health and Safety (OHS), chemical label and Material Safety Data Sheets (MSDSs) requirements.

Application of the Unit

Application of the unit	This unit applies to working under supervision with reference to the product label, legislation and enterprise procedures. This unit may be deemed to have a time limit when used as part of an accreditation or licence process.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Check application and personal protective equipment	1.1. Carry out pre-operational checks of application equipment in accordance with manufacturer's specification and OHS requirements. 1.2. Prepare application equipment for use in accordance with manufacturer's specification and directions. 1.3. Identify and replace any damaged or worn components. 1.4. Check personal protective equipment in accordance with manufacturer's specification and OHS requirements.
2. Prepare application equipment	2.1. Apply label information regarding precautions for the chemical mix/substance being used. 2.2. Select and use appropriate personal protective and mixing equipment in accordance with MSDSs and chemical label. 2.3. Measure, mix and load chemical mix or substances in accordance with directions on chemical label. 2.4. Follow legislative and regulatory requirements regarding chemical use including OHS. 2.5. Confirm instructions from chemical MSDSs in the event of a spill. 2.6. Check that output of application equipment is correct and in accordance with application/spray plan.

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ELEMENT	PERFORMANCE CRITERIA
3. Apply chemicals	3.1. Assess and record meteorological conditions and forecasts prior to and during application. 3.2. Select and use appropriate personal protective equipment in accordance with MSDSs and chemical label. 3.3. Apply chemical in accordance with the application/spray plan and/or instructions. 3.4. Assess and minimise risks to others, product integrity and the environment prior to and during application.
4. Finalise work	4.1. Clean and store Personal Protective Equipment (PPE) and application equipment in accordance with manufacturer's specification and OHS requirements. 4.2. Dispose of excess chemicals and use triple rinse drums in accordance with label and MSDSs requirements. 4.3. Complete incident reports as required in accordance with legislative and/or regulatory requirements. 4.4. Complete application records. 4.5. Store unused chemical/products in accordance with label requirements and MSDSs. 4.6. Adhere to all re-entry and withholding periods.
5. Transport and handle chemical	5.1. Confirm precautions for the transport and handling of chemicals. 5.2. Transport and handle chemicals in accordance with legislative and/or regulatory requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and adopt safe work practices • conduct pre-operational checks of application equipment • use and maintain personal protective equipment • measure, mix and load chemical mixes

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REQUIRED SKILLS AND KNOWLEDGE

- use hand held and small powered application equipment relevant to the industry sector using safe and environmentally responsible work practices
- interpret labels, record relevant information and measure application amounts
- follow chemical label requirements and application/spray plan
- record activities and maintain records
- transport and handling techniques
- respond to emergencies and apply first aid in the event of pesticide poisoning
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

Required knowledge

- applied principles of Integrated Pest/Resistance Management
- structure of chemical label and MSDS
- types, applications, storage and fitting of personal protective equipment
- legislation and regulations including OHS and licensing requirements in relation to chemical use
- features and functions of a range of application equipment relevant to the industry sector
- risk factors including human and animal health, spillage and environmental
- principles of transport, handling and storage for chemicals
- requirements for disposal of excess chemicals, clearing spillages and equipment clean up
- transport and handling requirements
- environmental effects of selected chemicals and how to minimise damaging effects of chemicals
- different broad chemical types, eg, insecticides, herbicides and fungicides and their mode of action symbols on the label
- paths of entry of poisons into the body and methods of limiting exposure
- methods of minimising risk during application
- Regulations and Codes of Practices with regard to hazardous substances of the use of chemicals
- OHS concerning personal safety and safety of others in the workplace
- alternatives to chemicals for pest management
- possible effects on health of bystanders/public in addition to applicators
- weather conditions and means of assessing them in line with risks, and recognising when they become unsuitable for application to continue.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • apply chemicals using handheld or small powered equipment • check, prepare, use and maintain application equipment and personal protective equipment • measure, mix, transport, handle store and dispose of chemicals • comply with OHS, chemical label and MSDSs requirements.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Chemicals may include:	• the application of liquid chemical mixes • granular products • and/or biological agents used in the control of pest, weeds and diseases including animal health products.

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Unit Sector(s)

Unit sector	Chemicals

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCHM303A Prepare and apply chemicals

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of preparing and applying chemicals and defines the standard required to: assess the need for chemical use: comply with safety, chemical label and MSDS requirements; prepare an application/spray plan; prepare and apply chemicals; calibrate application equipment and maintain chemical records.

Application of the Unit

Application of the unit	This unit covers the preparation and application of liquid chemical mixes and/or granular products for the control of weeds, pests and diseases across a range of industry sectors. This unit may be deemed to have a time limit when used as part of an accreditation or licence process.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine the need for chemical use	1.1. Nature and level of the pest, weed infestation or disease is identified. 1.2. Need for control is assessed. 1.3. The requirement for chemical use as an option within an integrated pest management strategy is assessed. 1.4. Hazard and risk analysis of different chemical options is undertaken. 1.5. Requirement for chemical application is identified and confirmed.
2. Prepare application/spray plan	2.1. Mixing rates for chemical is defined and calculated. 2.2. Application equipment type and set up requirements are determined for intended application. 2.3. The quantity of mix required is determined. 2.4. Meteorological conditions and forecasts prior to and during application are accessed. 2.5. An application/spray plan is completed. 2.6. Notify neighbours as required in accordance with industry practice or regulatory requirements

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ELEMENT	PERFORMANCE CRITERIA
3. Prepare chemical mixes	3.1. Requirements from chemical labels and Material Safety Data Sheets (MSDSs) are interpreted and applied. 3.2. Appropriate first aid supplies are at hand. 3.3. Appropriate personal protective and mixing equipment is selected and used in accordance with MSDSs and chemical label. 3.4. A suitable location for mixing and loading is selected. 3.5. Chemicals are prepared in accordance with registered use. 3.6. MSDSs are followed in the event of a spill.
4. Calibrate application equipment	4.1. Pre-operational checks of application equipment are carried out. 4.2. Equipment is calibrated in accordance with manufacturer specifications and application/spray plan. 4.3. Calibration is checked for conformity to the requirements of the application/spray plan. 4.4. Chemical is loaded wearing appropriate Personal Protective Equipment (PPE) and controlling risks to human health and the environment.
5. Apply chemicals	5.1. Appropriate personnel protective equipment is selected and used in accordance with MSDSs and chemical label. 5.2. Chemical is applied in accordance with the application/spray plan and/or instructions and legislative and/or regulatory requirements. 5.3. Risks to others, product integrity and the environment are assessed and minimised.
6. Clean up equipment and complete records	6.1. Excess chemical is disposed of in accordance with label and MSDSs requirements. 6.2. Application equipment is cleaned and decontaminated. 6.3. Requirements for the disposal of unused chemical, containers spilled materials are determined and implemented 6.4. PPE and mixing equipment is cleaned and stored. 6.5. Incidents are reported as required in accordance with legislative and/or regulatory requirements. 6.6. All records, e.g. calibration, application, DG/hazard

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ELEMENT	PERFORMANCE CRITERIA
	substances, risk assessments, are completed in accordance with legislative, industry and enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and implement risk control procedures
- identify appropriate treatment for pest, disease or weed
- mix and load chemicals
- conduct pre-operational checks of application equipment
- calibrate handheld and/or powered application equipment relevant to the industry sector
- interpret and apply chemical label requirements in the preparation of an application/spray plan
- apply chemicals
- use and maintain PPE
- dispose of surplus chemical and containers
- record activities and maintain records
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- options for pest control based on Integrated Pest/Resistance Management principles
- plant, pest, weed and/or diseases relative to industry sector
- chemical label and MSDSs formats
- meteorological and other conditions and impacts on safe and effective chemical

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REQUIRED SKILLS AND KNOWLEDGE
application • types and application of personal protective equipment • features, functions and calibration techniques for a range of hand held and/or powered application equipment relevant to the industry sector • risk factors including human and animal health, weather, spray drift, spillage and environmental • spray nozzle identification, selection, operation and use • chemical mix including mixing order, adjuvants, water quality, efficacy etc • application techniques for a range of equipment types • requirements for disposal of excess chemicals, clearing spillages and equipment clean up • legislation including Occupational Health and Safety (OHS) and environment, and licensing requirements, in relation to chemical use.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • assess the need for chemical use • comply with safety, chemical label and MSDSs requirements • prepare an application/spray plan • prepare and apply chemicals • calibrate application equipment • maintain chemical records
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or

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EVIDENCE GUIDE	
	enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Chemical types may include:	• all types of chemical mixes used in the control of pests, weeds and diseases including animal health products.
This unit does not cover:	• operation of specialised equipment and machinery transport • handling and storage of chemicals set up of advanced operation • specialised on-board control equipment.

Unit Sector(s)

Unit sector	Chemicals

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCCHM304A Transport, handle and store chemicals

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of transporting, handling and storing chemicals safely and identifies the standard required to: correctly maintain and use personal protective equipment (PPE) according to label; follow emergency procedures for chemical spillage; follow legislative requirements for the safe transport of chemicals; and maintain storage area and chemical manifest.

Application of the Unit

Application of the unit	This unit applies to the safe transport, handling and storage of liquid and dry chemical formulations across a range of industry sectors. The work is likely to be carried out unsupervised. Responsibility for and limited organisation of the work of others may be involved. This unit may be deemed to have a time limit when used as part of an accreditation or licensing process.

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Transport and handle chemicals and biological agents	1.1. Transport requirements are identified and followed from legislative and regulatory requirements, including Occupational Health and Safety (OHS). 1.2. Risks involved in the transport and handling of chemical and biological agents are assessed and minimised. 1.3. Containers are confirmed as being in a sound condition to transport. 1.4. PPE is used as required according to manufacturer specifications and OHS requirements. 1.5. Instructions from chemical material safety data sheets (MSDS) are followed in the event of a spill. 1.6. Transport incidents are reported as required according to legislative and/or regulatory requirements. 1.7. Appropriate first aid kit and spill kit are confirmed as being on hand for all stages of transport, handling and storage.
2. Store chemicals in the workplace	2.1. Appropriate storage methods are used according to chemical labels, MSDS, and/or legislative and regulatory requirements. 2.2. Risks involved in storage of chemical and biological agents are assessed and minimised. 2.3. Storage area is maintained according to legislative

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ELEMENT	PERFORMANCE CRITERIA
	and regulatory requirements, including OHS and environmental protection. 2.4. Products are retained in original containers with labels intact. 2.5. Storage methods are utilised to prevent contact with people or animals, contamination of produce or the environment. 2.6. Correct disposal procedures are applied for used chemical drums and storage containers. 2.7. Unwanted and/or out-of-date chemicals are disposed of according to legislative and/or regulatory requirements and industry programs.
3. Record storage details	3.1. Chemical storage inventory and records are maintained according to legislative and regulatory requirements, including OHS. 3.2. Storage incidents are reported as required according to legislative and/or regulatory requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- transport, handle and store chemicals safely
- follow chemical label and MSDS requirements for transport handling and storage
- maintain records
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record information collected accurately and legibly, and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• transport handling and storage requirements on chemical labels and MSDS • types and application of PPE used in transport and handling • legislation and regulations, including OHS and licensing requirements in relation to chemical storage and transport • risk factors, including human, animal health and environmental associated with transport, handling and storage • requirements for disposal of excess, unwanted and/or out-of-date chemicals • requirements for disposal of used chemical containers and/or drums • processes for clearing spillages and clean up.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • transporting, handling and storing chemicals safely • identify the standard required to correctly maintain and use PPE according to label • follow emergency procedures for chemical spillage • follow legislative requirements for the safe transport of chemicals • maintain storage area and chemical manifest.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Chemicals handling may include:	• requirements for the safe transport, handling and storage of chemicals and products used in the control of pest, weeds and diseases, including animal health products.
This unit does not cover:	• operation of specialised chemical application equipment and machinery, application of chemicals. See separate units of competency under the appropriate category.

Unit Sector(s)

Unit sector	Chemicals

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCHM401A Minimise risks in the use of chemicals

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers minimising risks in the use of chemicals and defines the standard required to: implement, monitor and evaluate a chemical risk control strategy; identify potential hazards and assess risks; develop risk control procedures; and monitor and evaluate the risk control strategy.

Application of the Unit

Application of the unit	This unit applies to those whose job role include the assessment and mitigation of risks associated with the use of chemicals across a range of industry sectors. This unit may be deemed to have a time limit when used as part of an accreditation or licence process.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify hazards and risks	1.1. Guidelines, legislation, regulations and industry requirements relating to chemical use are identified and sourced. 1.2. Hazards involved in chemical handling and application are identified.
2. Assess risks and develop control procedures	2.1. Risks associated with chemicals used are assessed. 2.2. Risk control measures and emergency action plans are developed. 2.3. Control procedures are developed for transport, handling, storage, application, decontamination and disposal. 2.4. A continuous improvement strategy is developed to minimise risk.
3. Implement and monitor adherence to chemical risk procedures	3.1. Appropriate personal protective equipment (PPE) is provided for people in the workplace using chemicals. 3.2. Select application equipment is selected according to procedures. 3.3. Restrictions on chemical use, application, decontamination and disposal are followed according to procedures. 3.4. Risk control procedures are followed in the workplace.
4. Evaluate risk control measures and maintain record	4.1. Procedures for evaluating the effectiveness of risk control measures are developed. 4.2. Shortfalls identified during evaluation are addressed and rectified.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Risk assessment records are maintained according to industry, label, legislative and regulatory requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• develop procedures • evaluate implementation • identify hazards, assess risks, and implement and monitor risk control procedures • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record information collected accurately and legibly, and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge

• sources of information relating to chemical use, including:
  • guidelines
  • legislation and regulations
  • industry requirements
• hazard identification and risk assessment strategies
• risk factors, including human and animal health, product integrity, weather, spray drift, spillage and environmental
• principles of transport, handling and storage for chemicals
• requirements for disposal of excess chemicals, clearing spillages and equipment clean up
• chemical application equipment capabilities and limitations.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • implement, monitor and evaluate a chemical risk control strategy • identify potential hazards and assess risks • develop risk control procedures • monitor and evaluate the risk control strategy.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Agricultural chemicals include:	• insecticides • fungicides • herbicides • bactericides • algaecides • biologicals • nematacides • rodenticides

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RANGE STATEMENT	
	• antimicrobial agents • anthelmintics • fumigants • hormone growth promotants • a range of veterinary chemicals used to treat animals for disease.

Unit Sector(s)

Unit sector	Chemicals

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCHM402A Plan and implement a chemical use program

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the planning and implementation of a chemical use program and defines the standard required to: plan and implement a program for chemical use; supervise others in chemical use; apply and monitor risk control procedures; select and manage chemical application equipment and processes.

Application of the Unit

Application of the unit	This unit applies those whose job role includes the development and implementation a chemical use program for pesticides use. This unit may be deemed to have a time limit when used as part of an accreditation or licence process.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and document an application/spray plan	1.1. Assess risks associated with proposed control strategy. 1.2. Select preferred control procedures. 1.3. Document preferred control procedures as application/spray plan.
2. Identify requirements for chemical use	2.1. Identify and interpret guidelines, legislation and regulations and industry requirements relating to chemical use. 2.2. Assess the need for chemical use as an option within an integrated pest management and/or animal health strategy. 2.3. Ensure that personnel are adequately trained in chemical use.
3. Ensure that risk control measures are followed	3.1. Provide appropriate Personal Protective Equipment for people in the workplace using chemicals. 3.2. Monitor the implementation of safe practice in the workplace including preparation and application of chemicals. 3.3. Monitor implementation of procedures for transport, handling, storage, decontamination and disposal. 3.4. Monitor implementation of procedures to mitigate residues in produce and the environment.
4. Plan and implement a maintenance program for chemical use equipment	4.1. Develop and implement a maintenance strategy for application equipment and personal protective equipment. 4.2. Monitor implementation of maintenance procedures.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Ensure that faulty or damaged equipment is repaired or replaced.
5. Ensure the correct selection and application of chemicals	5.1. Ensure that the correct chemicals and equipment is selected in accordance with the application/spray plan. 5.2. Ensure that pre-operational checks of application equipment are carried out. 5.3. Check to ensure that calibration conforms to the requirement of the application/spray plan. 5.4. Ensure that meteorological conditions are monitored and assessed during application where relevant. 5.5. Monitor the application procedures in the event of a chemical spill.
6. Ensure work activities are finalised in accordance with procedure	6.1. Ensure that excess chemical are disposed of in accordance with label and Material Safety Data Sheet requirements. 6.2. Ensure incident reports are completed as required in accordance with legislative and/or regulatory requirements. 6.3. Ensure all required records are completed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• develop strategies to monitor the implementation of procedures • evaluate conformance with procedures • identify hazards and oversee the safety of the working environment • develop and document an application/spray plan • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex

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REQUIRED SKILLS AND KNOWLEDGE
workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• sources of information relating to chemical use including: • guidelines • legislation and regulations • industry requirements • hazard identification and risk assessment strategies • methodologies for the development of procedures • risk factors including human and animal health, weather, spray drift, spillage, residue, product integrity and environmental • transport, handling and storage for chemicals • requirements for disposal of excess chemicals, clearing spillages and equipment clean up • OHS, environmental and pesticides legislation, codes of practice and enterprise procedures. • chemical application equipment capabilities and limitations.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • plan and implement a program for chemical use • supervise others in chemical use • apply and monitor risk control procedures • select and manage chemical application equipment

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EVIDENCE GUIDE	
	and processes.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Agricultural chemicals include:	• insecticides • fungicides • herbicides • bactericides • algaecides • biologicals • nematacides • rodenticides • antimicrobial agents • anthelmintics • fumigants • hormone growth promotants • a range of veterinary chemicals used to treat animals for disease. It does not cover the development of general chemical use procedures.

Unit Sector(s)

Unit sector	Chemicals

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCCHM403A Prepare safe operating procedures for calibration of equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers preparing safe operating procedures for calibration of equipment and defines the standard required to: compile information on the equipment, the rate of application required, and the expertise of the operator; develop operating procedures to ensure accurate calibration; carry out an Occupational Health and Safety (OHS) risk assessment of the calibration task and incorporate risk controls into the safe operating procedures; review the safe operating procedures in case of accident or incident, and at regular intervals.

Application of the Unit

Application of the unit	This unit applies to those whose job role includes preparing enterprise procedures for the calibration of equipment used in the application of weed control chemicals and bioagents.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify needs	1.1. Equipment requiring calibration procedures is identified correctly in line with manufacturers' instructions, enterprise practice and regulatory requirements as appropriate. 1.2. Skill levels of operators relating to calibration are assessed in consultation with operators and supervisors where appropriate.
2. Compile relevant information	2.1. Information required for procedures is acquired from appropriate sources.
3. Prepare procedure	3.1. Information in procedures complies with relevant regulatory requirements, manufacturers' instructions and industry practice as applicable. 3.2. Procedures are in a form clearly understandable to the intended users. 3.3. OHS issues relevant to the activities in the procedures are made clear to the users.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• identify needs for calibration • analyse tasks involved in calibration • prepare procedures for calibration clearly and accurately in a manner suited to the users • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• relevant OHS, pesticides and environmental legislation, codes of practice and enterprise procedures • chemical handling and application • OHS issues involved in calibration • mechanical and electronic controls on application equipment.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy

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EVIDENCE GUIDE	
competency in this unit	holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • compile information on the equipment, the rate of application required, and the expertise of the operator • develop operating procedures to ensure accurate calibration • carry out an OHS risk assessment of the calibration task and incorporate risk controls into the safe operating procedures • review the safe operating procedures in case of accident or incident, and at regular intervals.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Equipment may include:	• the range of equipment used in the application of weed control chemicals and bioagents.

Unit Sector(s)

Unit sector	Chemicals

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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AHCCHM501A Develop and manage a chemical use strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the development and management of a chemical use strategy and defines the standard required to: implement procedures to assess the risk of chemical transport, storage, handling, application and disposal; develop an induction program that covers the enterprise Occupational Health and Safety (OHS) system and roles and responsibilities of all workers within that system; base application techniques on spray drift management principles, accurate placement of chemical and the correct use of Personal Protective Equipment (PPE); make application to authorities in the case of off label use; meet all withholding periods and requirements to limit access to sprayed areas; meet chemical storage systems industry and legislative requirements; document chemical emergency procedures and all requirements for chemical signage and review chemical procedures based on enterprise records.

Application of the Unit

Application of the unit	This unit applies those who manage the use and application of chemicals in commercial settings.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify and evaluate need for chemical use	1.1. Integrated Pest Management (IPM) and Integrated Resistance Management (IRM) strategies are interpreted and the organisational chemical requirements are identified. 1.2. External requirements for chemical use are identified and relevant information obtained and interpreted. 1.3. Requirements for chemical use are documented. 1.4. Chemicals available to meet requirements are identified and information concerning their application is reviewed.
2. Develop a chemical use risk management strategy	2.1. Hazards in the transportation, storage and handling of chemicals are identified and assessed. 2.2. Risk factors associated with the use of chemicals are identified and documented. 2.3. Risk control measures are identified and developed in accordance with regulatory requirements. 2.4. A risk management strategy for chemical use is

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ELEMENT	PERFORMANCE CRITERIA
	developed in accordance with legislation and IPM, IRM, and Integrated Animal Health Management principles. 2.5. Appropriate insurance policies covering intended chemical use are researched and documented according to enterprise guidelines.
3. Develop and implement procedures for chemical management and use	3.1. Procedures for management and use of chemicals are developed in accordance with directions and standards. 3.2. Required precautions and risk control measures are documented. 3.3. Procedures for communicating and negotiating with the community are developed. 3.4. Information on procedures and precautions in the management and use of chemicals is distributed to relevant staff.
4. Identify training and supervision needs and solutions for chemical use in the workplace	4.1. An appropriate strategy is developed for the training, assessment and supervision of staff involved in chemical use including correct use/fit of personal protective equipment. 4.2. Suitable internal on-the-job training and monitoring of performance in the implementation of the chemical use strategy is organised and provided. 4.3. Appropriate external training and assessment in the management and use of chemicals is organised.
5. Monitor and evaluate the implementation of a chemical use strategy	5.1. The implementation of the established chemical use strategy is monitored in terms of regulatory requirements and established criteria. 5.2. The effectiveness of the established chemical use strategy is evaluated. 5.3. Appropriate action is initiated where there are identified problems or where required procedures/precautions are not being correctly followed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accurately read and interpret labels on chemicals and Materials Safety Data Sheets (MSDSs)
- determine the level of hazard and risk associated with chemical use in terms of human health, environment, fauna, flora and produce
- apply risk management techniques
- develop and evaluate management plans and organisational procedures
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- hazards to human health, agricultural produce, and all aspects of the environment and non-target species of flora and fauna associated with the transport, storage, handling, application and disposal of chemicals
- factors that contribute to spray drift, measures to assess the potential for spray drift and prevent or control its occurrence, and the elements of a spray drift management strategy
- routes of entry of chemicals into the body and the implications of this on chemical use management strategies
- safety procedures including the maintenance, use, fit and decontamination of personal protective clothing and equipment
- influence of meteorological factors (temperature, humidity, rain) on quality of chemical application, drift potential, effectiveness and efficacy of use
- precautions and risk control measures that may be used to minimise risks and hazards associated with the use of chemicals
- principles of IPM/IRM/IAM and their benefits in terms of chemical use risk management
- emergency procedures for safety incidents involving chemicals
- requirements and options for the keeping of records on chemical use and equipment maintenance and repair.
- principles of residue effects and their management including persistence in soil and water, accumulation in agricultural produce, rate of breakdown of residues in produce and in the environment, withholding periods, and ways in which residues

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REQUIRED SKILLS AND KNOWLEDGE
can occur • movement of and persistence and degradation of different types of chemicals in various areas of the environment such as soil, air and water • industry waste agreements, for example drum MUSTER, and Chem Collect • OHS legislative requirements and Codes of Practice • appropriate insurances covering chemical use, transportation and storage • correct wearing/fit of personal protective equipment • use of chemicals as part of a comprehensive Quality Assurance (QA) system, Industry QA programs and performance standards.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • legislation, Codes of practice and industry requirements covering OHS, hazardous substances, environment and food safety/market access requirements related to the use of chemicals use have been incorporated into enterprise procedures • the role of chemical labels and MSDSs has been conveyed to staff and the information on them used in determining chemical transport, storage, handling, application, and disposal procedures and practices in the workplace. MSDSs are held for all agricultural chemicals transported, stored or used in the workplace and relevant staff have been given access • procedures have been put in place to assess the risk of chemical transport, storage, handling, application and disposal to human health, environment, fauna and flora, and market acceptability of produce.

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EVIDENCE GUIDE	
	• label and MSDSs for each chemical have been developed and distributed to all affected staff a communication strategy has been put in place to remind relevant staff of their responsibilities in chemical use, to inform all staff exposed to agricultural chemicals of the need to minimise exposure and how to act in a chemical emergency, to inform neighbours when chemical spraying is planned to take place, and to make agencies aware when a chemical spill has occurred. • an induction program has been developed that covers the enterprise OHS system and roles and responsibilities of all workers within that system • the roles and responsibilities of all staff handling or applying farm chemicals has been documented and training needs and completions have been recorded for each staff member • health monitoring of staff exposed to chemicals has been carried out according to regulatory requirements • the need for chemical application and selection of chemicals for a purpose is in line with the enterprises documented IPM ad IRM strategies • application techniques selected are based on spray drift management principles, accurate placement of chemical, and the correct use of PPE • application to authorities has been made in the case of off label use and all conditions and requirements on permits have been implemented • chemical application is carried out by trained staff as required by legislation • all withholding periods and requirements to limit access to sprayed areas have been met and can be supported by the organisations recording system • chemical storage systems meet industry and legislative requirements and access to storage areas is covered by enterprise procedures • chemical emergency procedures have been documented, displayed and conveyed to staff • all requirements for chemical signage have been met for the transport and storage of chemicals and for areas affected by chemical application • chemical persistence in vegetation, soil and water has been accounted for in managing environmental risk • recording procedures have been developed and

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EVIDENCE GUIDE	
	maintained covering all aspects of the transport, storage, handling, application and disposal of chemicals in the workplace • reviews of chemical procedures based on enterprise records have been conducted periodically and, where issues have emerged, necessary changes made and communicated to staff.
Context of and specific resources for assessment	Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances. Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Chemicals may include:	• insecticides • fungicides • herbicides • bactericides • algaecides • biologicals • nematacides • rodenticides • fumigants • antimicrobial agents • anthelmintics • hormone growth promotants • the range of veterinary chemicals used to treat animals for disease.

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Unit Sector(s)

Unit sector	Chemicals

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCFAU201A Recognise fauna

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of recognising fauna that are commonly encountered when undertaking agricultural, horticultural and land management activities and defines the standard required to: move through a nominated natural area in a manner suitable for fauna observation; select sites and situations where fauna are likely to be present; observe and record the details of fauna and survey a natural area causing minimal disruption to the environment and fauna that inhabit it.

Application of the Unit

Application of the unit	This unit applies to supervised workers in land management projects who operate under routine supervision with intermittent checking by supervisors.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for fauna recognition	1.1. Range of fauna requiring recognition is identified according to supervisors/customers needs. 1.2. Resources and equipment for use in recognition activity are located and identified. 1.3. Available processes for fauna recognition are identified, selected and prepared for use.
2. Recognise specified fauna	2.1. Specified fauna are recognised and named according to their identifiable characteristics. 2.2. Brief descriptions of fauna habits, characteristics and significant features are recorded. 2.3. The advice of supervisors is sought when necessary and where appropriate in the identification activity.
3. Complete identification of fauna	3.1. Information about identified fauna is documented according to enterprise requirements and added to the reference collection. 3.2. Field notes are updated as new fauna are recognised. 3.3. Rare, uncommon or notifiable pest fauna are reported to supervisor according to enterprise guidelines. 3.4. Handling, transporting and housing of fauna comply with fauna ethics guidelines, fauna welfare regulations and statutory requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• recognise fauna specific to the enterprise and describe their features and main occurrence within the enterprise • use simple fauna identification keys • communicate with customers and clients, interpret questions effectively, and provide limited advice and information about the fauna specific to the enterprise • use literacy skills to follow sequenced written instructions and record information accurately and legibly • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• fauna identification techniques and nomenclature • fauna behaviour • fauna habitats • fauna tracks and traces • techniques for observing, collecting/catching and reporting fauna • enterprise procedures for obtaining and supplying advice and information about fauna • enterprise expectations about the range and number of fauna to be recognised • fauna welfare, Occupational Health and Safety (OHS) and environmental management requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	Competence in recognising fauna requires evidence that a person can identify and utilise available resources and

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EVIDENCE GUIDE	
competency in this unit	equipment to identify fauna accurately. The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • move through a nominated natural area in a manner suitable for fauna observation • select sites and situations where fauna are likely to be present • observe and record the details of fauna • survey a natural area causing minimal disruption to the environment and fauna that inhabit it.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	

Fauna will comprise those encountered within the industry workplace and may include:	• native or introduced species and can include:
	  • mammals
	  • birds
	  • reptiles
	  • amphibians
	  • fish
	  • arthropods
	  • micro fauna.

Unit Sector(s)

Unit sector	Fauna

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCILM201A Maintain cultural places

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of maintaining cultural places as instructed by supervisors and defines the standard required to: assess the level of work required to maintain the cultural place; carry out maintenance activities in accordance with organisational and cultural requirements; report deterioration or damage to place; report incidents of breaches of legislation including vandalism.

Application of the Unit

Application of the unit	This unit applies to working under routine supervision and may involve operating in a team environment with deference to elders. Note: For Indigenous cultural places, the delivery and assessment against this standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess maintenance work required	1.1. Works required under the plan of management and enterprise procedures are identified. 1.2. Machine, equipment and materials to carry out maintenance works are identified. 1.3. Type and amount of materials required for maintenance work are estimated.
2. Prepare for maintenance	2.1. Machine, equipment and materials to carry out maintenance works are organised. 2.2. Safety equipment and materials are prepared and assembled according to enterprise Occupational Health and Safety (OHS) policy.
3. Maintain condition of place	3.1. Maintenance work is undertaken according to work programs and according supervisor's instructions. 3.2. Presence of threats is reported to supervisor. 3.3. Evidence of deterioration and wear is reported to supervisor. 3.4. Site is made good on completion of maintenance works according to supervisor's instructions enterprise guidelines.
4. Protect cultural place	4.1. Any evidence of damage to place is reported to supervisor. 4.2. Any breach of legislation or enterprise regulations is reported to supervisor.

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Protective barriers and signs are maintained according to enterprise procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards an adopt safe work practices • assess maintenance work required • maintain condition of place • protect cultural places • prepare for maintenance • use literacy skills to follow sequenced written instructions and record information accurately and legibly • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• OHS responsibilities • common pests and diseases • techniques of site protection • range of maintenance works undertaken on cultural sites • enterprise procedures relating to the reporting of deterioration or damage to place or reporting of incidents • site recording systems used by the enterprise or community • relevant archaeological practices and procedures.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • assess the level of work required to maintain the cultural place • carry out maintenance activities in accordance with organisational and cultural requirements • report deterioration or damage to place • report incidents of breaches of legislation including vandalism.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Cultural places may include:	• areas of non-indigenous activity • buildings and other structures • natural areas of indigenous cultural significance, historical events and monuments • areas of indigenous activity such as burial, occupation and contact sites, engravings, grinding grooves, sacred trees, rock pictures, fish traps, middens and mounds.

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Unit Sector(s)

Unit sector	Indigenous land management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCILM202A Observe and report plants and/or animals

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of observing, recording and reporting on the presence of plants and/or animals against criteria provided by a supervisor or as required under legislation or regulations, and defines the standard required to: observe and accurately identify species of animals in a natural area; observe and accurately identify species of plants in a natural area; record and report observations in required format; carry out a survey of plants and animals in a natural area causing minimal disruption to the environment.

Application of the Unit

Application of the unit	This unit applies to working under routine supervision with intermittent checking. Competency involves the application of knowledge and skills to a range of observation and reporting situations usually within established workplace routines.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and organise observations	1.1. Defined process for observation is prepared and agreed by supervisor. 1.2. Equipment for observation is obtained according to enterprise procedures. 1.3. Requirements under legislation, protection agreements and enterprise procedures for species are noted.
2. Collect information and record	2.1. Plants and animals and their presence are identified orally or from field guides to enterprise guidelines. 2.2. Plants and animals and/or samples are collected as required under enterprise guidelines. 2.3. Protection and quarantine requirements under legislation, protection agreements and enterprise procedures for species are observed. 2.4. Observation activities minimise degradation and disturbance and comply with legislation and Occupational Health and Safety (OHS) requirements.
3. Report data	3.1. Information on observed plants and animals are recorded and organised according to enterprise guidelines. 3.2. Information is communicated to supervisors according to enterprise guidelines. 3.3. Records are compatible with enterprise recording and database arrangements.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Occurrence of an organism is plotted and described using maps and grid references.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• plan and organise observations • recognise fauna and flora • collect information and record • interpret data • use literacy skills to follow sequenced written instructions and record information accurately and legibly • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• criteria used to group species • common and scientific names of plants and animals • biological species occurring in the study area • the importance, value or potential impact of the species in a designated area • rare and endangered species • undesirable plants (weeds) and animals • maps and grid references.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • observe and accurately identify species of animals in a natural area • observe and accurately identify species of plants in a natural area • record and report observations in required format • carry out a survey of plants and animals in a natural area causing minimal disruption to the environment.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Plant species may include:	• species covering listed threatened species • listed notifiable or noxious weeds • plants not previously seen at regularly visited site • plants to be reported under enterprise or industry guidelines.
Animal species may include:	• listed threatened species • listed notifiable species • animals not previously seen at regularly visited site • invertebrates

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RANGE STATEMENT	
	• aquatic organisms • animals to be reported under enterprise or industry guidelines.

Unit Sector(s)

Unit sector	Indigenous land management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCILM203A Record information about country

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of recording information and knowledge on country from both an Indigenous and non-Indigenous perspective and defines the standard required to: record details of plant and animal species; collate information on indigenous culture and history for country; document environmental changes and trends; collect and use information according to community guidelines and protocols.

Application of the Unit

Application of the unit	This unit applies to working on an individual basis, and also includes the ability to work within a hierarchy of management and with others in a culturally appropriate way. Note: Delivery and assessment against this standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect information	1.1. Boundaries and extent of country are determined according to community guidelines and protocols. 1.2. Plant and animal species are identified by local or common name. 1.3. Special features and sites of country are identified. 1.4. Knowledge on relationships of plants and animals is investigated from Indigenous land and sea management and cultural perspectives. 1.5. Information on relevant management practices for country is investigated. 1.6. History of dispossession is acquired from community sources and available literature. 1.7. Simple food chains relevant to country are defined.
2. Review changes	2.1. Environmental changes since dispossession and the impacts of these changes on plant and animal communities are identified. 2.2. Environmental trends and their potential impacts on country are documented. 2.3. Land and sea management practices that address environmental change are recorded.
3. Document information	3.1. Information about country is recorded according to community guidelines and protocols. 3.2. Access to information is provided to those who are

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ELEMENT	PERFORMANCE CRITERIA
	authorised according to community guidelines and protocols. 3.3. Ownership of information is appropriately recognised and recorded. 3.4. Conditions and parameters defining use of information is clearly documented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• collect information • document information • operate according to community guidelines and protocols • use literacy skills to follow sequenced written instructions and record information accurately and legibly • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• designated areas and features of country • local and/or common names for plants and animals • basic ecological concepts • protocols and customs relating to disclosure of knowledge about country • dispossession and land rights legislation • OHS and environment legislative and enterprise requirements.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • record details of plant and animal species • collate information on Indigenous culture and history for country • document environmental changes and trends • collect and use information according to community guidelines and protocols.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Information about country may include:	• information from both an indigenous and non indigenous perspective.
Country may include:	• an area of land and/or water with cultural significance to a group.

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Unit Sector(s)

Unit sector	Indigenous land management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCILM401A Protect places of cultural significance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the protection of places of cultural significance and defines the standard required to: develop working relationships with stakeholders in cultural sites; canvass views in determining the heritage value and preservation issues of a cultural site; plan for the protection of a cultural site including resources required and submissions to be completed; observe cultural protocols in dealing with stakeholders and land managers; identify threats and develop action and emergency plans to mitigate and manage the risk of damaging incidents or loss of heritage value; document the submissions to implement conservation and restoration activities and support the incident management activities.

Application of the Unit

Application of the unit	This unit applies to those whose work includes protecting indigenous peoples' places of culture in co-operation with stakeholders and protecting places of cultural significance with reference to indigenous communities and/or line management. A high level of cultural awareness and the need to observe cultural protocols are important in parts of the process. Note: for indigenous cultural places, the delivery and assessment against this standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Communicate with stakeholders	1.1. Working relationships are developed with stakeholders that assist in the management of culturally significant places. 1.2. Communication approaches are developed that accommodate cultural views. 1.3. Views are regularly obtained on the way in which the cultural significance and resource can be conserved and used. 1.4. Views obtained are conveyed into enterprise and park/reserve planning process.
2. Conserve significance	2.1. Enterprise conservation policies and plans are used with stakeholder views to plan ongoing conservation actions. 2.2. Operational activities are developed and implemented to implement the conservation strategies and plans in a culturally sensitive manner. 2.3. Staff are organised to implement conservation

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ELEMENT	PERFORMANCE CRITERIA
	actions that minimise deterioration and damage. 2.4. Staff are supervised during restoration projects. 2.5. Resources are obtained for conservation and restoration activities. 2.6. Submissions are made to the enterprise budget process for funds to implement the conservation and restoration activities.
3. Manage incident	3.1. Operational plans are developed to manage incidents consistent with plan of management and risk management analysis. 3.2. Staff responsibilities are assigned to manage types of incidents. 3.3. Equipment and supplies are obtained and maintained to enable effective response to incidents. 3.4. Staff are trained in the management of the types of incidents for which they have an involvement. 3.5. Submissions are made to the enterprise budget process for funds to support the incident management activities.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• consult with indigenous communities • observe cultural protocols • plan ongoing conservation actions • conserve significance of place of culture • manage incidents and threats • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex

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REQUIRED SKILLS AND KNOWLEDGE
workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• enterprise policies and procedures for conservation of places of cultural significance • indigenous protocols, consultation processes and networks • non-indigenous cultural groups • budgetary and financial approval processes.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • develop working relationships with stakeholders in cultural sites • canvass views in determining the heritage value and preservation issues of a cultural site • plan for the protection of a cultural site including resources required and submissions to be completed • observe cultural protocols in dealing with stakeholders and land managers • identify threats and develop action and emergency plans to mitigate and manage the risk of damaging incidents or loss of heritage value • document the submissions to implement conservation and restoration activities and support the incident

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EVIDENCE GUIDE	
	management activities.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	

Cultural places may include:	• areas of non-indigenous activity
	• buildings and other structures
	• natural areas of indigenous cultural significance
	• historical events and monuments
	• areas of indigenous activity such as:
	  • burial
	  • occupation and contact sites
	  • engravings
	  • grinding grooves
	  • rock pictures
	  • fish traps
	  • middens
	  • mounds.

Unit Sector(s)

Unit sector	Indigenous land management

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCILM403A Contribute to the proposal for a negotiated outcome for a given area of country

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers contributing to the proposal for a negotiated outcome for a given area of country and defines the standard required to: gather information to support the proposal for a negotiated outcome for a given area of land; contribute to the development of the proposal; provide feedback on the development of proposal.

Application of the Unit

Application of the unit	This unit applies to those whose job role includes supporting and contributing to the development of a proposal for a negotiated outcome for a given area of country. Note: delivery and assessment against this unit must comply with community protocols and guidelines and be supported by elders and custodians of country.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather information to support the proposal for a negotiated outcome for a given area of land	1.1. Information required to support the proposal development is identified, gathered, recorded and stored as required. 1.2. Legislation and government policies and/or plans of management relevant to the proposal are reviewed. 1.3. Consultation about the proposal is undertaken with stakeholders according to community protocols. 1.4. Areas of conflict between the different legislation and traditional customs are identified and notified to the proposal developer according to community protocols. 1.5. The scope of available alternatives for management and/or resolution of land, rivers, lakes and sea use issues are defined. 1.6. A description of the types of circumstances under which different alternatives can be applied is outlined. 1.7. Processes that can be used to implement alternatives are defined and related to both mainstream ideas and culturally appropriate approaches for the area.
2. Contribute to the development of the proposal	2.1. Information relating to the expected outcomes of the proposal is identified, gathered, recorded, stored and analysed. 2.2. Information relating to the proposal development is identified, gathered, recorded, stored and analysed during its development as required.

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Information relating to the expected outcomes of the proposal is related to stakeholders during proposal development process. 2.4. Main characteristics of any relevant State or Territory and Commonwealth Native Title Legislation and Lands Acts that apply to given area of country are identified. 2.5. The implications of Native Title on given area of country are detailed using appropriate formats.
3. Provide feedback on the development of proposal	3.1. Oral or written feedback on the proposal is provided to the proposal developer. 3.2. The proposal is explained to key stakeholders using appropriate formats according to community protocols.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• gather information to support the proposal for a negotiated outcome for a given area of land • contribute to the development of the proposal • provide feedback on the development of proposal • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• cultural customs and heritage

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REQUIRED SKILLS AND KNOWLEDGE
• relevant State land and sea resources acts/legislation • relevant Local Government land and sea resources acts/legislation • relevant Commonwealth land and sea resources acts/legislation • community organisations • roles of different organisations in land and sea management • the existence of alternative forms of input and control in land and sea management • the existence of legislative reform processes.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • gather information to support the proposal for a negotiated outcome for a given area of land • contribute to the development of the proposal • provide feedback on the development of proposal.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Management alternatives may include:	• a range of available alternatives for management and/or resolution of land, rivers, lakes and sea use issues.

Unit Sector(s)

Unit sector	Indigenous land management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCILM404A Record and document community history

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers recording and document community history and defines the standard required to: prepare for interviews and group sessions; conduct both individual and group interviews to elicit a wide range of information; take notes and details of conversations for further reference and to source supporting information; transcribe and edit information, accessing supporting documentation where possible; store recorded media and transcripts to maintain recording quality and accuracy and security and privacy requirements.

Application of the Unit

Application of the unit	This unit applies to those who record oral and community history for natural and cultural resource management purposes. A high level of cultural awareness and the need to observe cultural protocols are important parts of the process. Note: for indigenous contexts, the delivery and assessment against this unit must comply with community protocols and guidelines, and be supported by elders and custodians of country.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for interviews and group sessions	1.1. Topic and events in research are identified according to enterprise guidelines. 1.2. People who may be able to provide information on topic and events (narrators) are identified according to enterprise procedures and cultural protocols. 1.3. Process of individual and/or group sessions with narrators is developed according to enterprise requirements, cultural protocols and topic and events to be covered. 1.4. Basic questions for interviews with narrators are developed and checked according to enterprise procedures, cultural protocols and best practice. 1.5. Equipment, locations and other resources are obtained and checked according to enterprise guidelines. 1.6. Selected narrators are invited according to enterprise procedures and prior arrangements.
2. Conduct interviews	2.1. Oral history process is explained to narrators to obtain their consent to record and use information

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ELEMENT	PERFORMANCE CRITERIA
	provided. 2.2. Recording equipment is set up and tested for operation. 2.3. Recording media is uniquely identified for later reference according to enterprise procedures. 2.4. Basic questions are used to initiate the interview. 2.5. Notes are taken to identify supplementary questions and to support recording media. 2.6. Interview process is managed to obtain expected and unexpected information, including memories of incidents. 2.7. Narrator is supported to express memories and opinions in an uncritical and positive setting. 2.8. Interviewer provides positive feedback on the narrator's assistance, in line with enterprise procedures and cultural protocols. 2.9. Interviewer manages the environment and distractions to maintain a positive response from the narrator. 2.10. Session lengths are managed to avoid tiring narrators and interviewer.
3. Conduct group sessions	3.1. Oral history process is explained to group of narrators to obtain their consent to record and use information provided. 3.2. Recording equipment is set up and tested for operation to cover all group members. 3.3. Recording media and members voices are uniquely identified for later reference according to enterprise procedures. 3.4. Basic questions are used to initiate the group session. 3.5. Interaction between narrators and interviewer is managed to maintain flow of information from all narrators. 3.6. Notes are taken to identify supplementary questions and to support recording media. 3.7. Group discussion process is managed to obtain expected and unexpected information, including memories of incidents. 3.8. Narrators are supported to express memories and opinions in an uncritical and positive setting, including identification of different aspects of one

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ELEMENT	PERFORMANCE CRITERIA
	incident. 3.9. Interviewer manages the environment, group interactions and distractions to maintain a positive response from the group. 3.10. Interviewer provides positive feedback on the narrators' assistance, in line with enterprise procedures and cultural protocols. 3.11. Session lengths are managed to avoid tiring narrators and interviewer.
4. Transcribe and edit information	4.1. Recorded media and transcripts are handled to maintain recording quality and accuracy, and security and privacy requirements, according to enterprise procedures. 4.2. Interviews and/or group sessions are transcribed to provide a draft transcription according to enterprise procedures and agreement(s) with narrator(s). 4.3. Draft written and/or oral transcripts are provided to narrator(s) for editing according to enterprise procedures and agreement(s) with narrator(s). 4.4. Editing is completed according to narrator(s) wishes. 4.5. Information on narrator(s) doubts/hesitancy on certain facts, and conflicting information between interviews is recorded separately from transcripts and managed according to enterprise procedures and cultural protocols.
5. Store records	5.1. Recorded media and transcripts are stored to maintain recording quality and accuracy, and security and privacy requirements, according to enterprise procedures. 5.2. Access to records is controlled according to the narrator(s) wishes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
• prepare for interviews and group sessions • conduct interviews • conduct group sessions • transcribe and edit information • store records • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• subject areas covered in the interviews/sessions • objectives of the natural and/or cultural resource research • range of communication approaches • relevant cultural protocols • enterprise procedures relating to the recording, management and storage of oral and community information • recording techniques and media • set-up of microphones and video cameras • use of still cameras.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy

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EVIDENCE GUIDE	
competency in this unit	holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • prepare for interviews and group sessions • conduct both individual and group interviews to elicit a wide range of information • take notes and details of conversations for further reference and to source supporting information • transcribe and edit information, accessing supporting documentation where possible • store recorded media and transcripts to maintain recording quality and accuracy and security and privacy requirements.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Community history may include:	• eyewitnesses to events relating to natural and/or cultural resource management • long time residents of a place or area who have observed natural and/or cultural processes • those knowledgeable about stories or customs handed down through generations.

Unit Sector(s)

Unit sector	Indigenous land management

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCILM405A Develop work practices to accommodate cultural identity

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing work practices to accommodate cultural identity and defines the standard required to: outline effects of current work related issues for indigenous communities and individuals; determine the impacts of competing factors on self esteem/identity; design work practices to accommodate cultural identity; incorporate elements to boost self esteem of indigenous workers; respond to workplace issues where work practices are poorly aligned to cultural identity.

Application of the Unit

Application of the unit	This unit applies to those whose job involves accommodating cultural identity and recognising the role that history has had in shaping cultural identity in relation to working within an indigenous community or organisation.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Investigate government policies and practices relating to indigenous peoples since European settlement	1.1. The intentions of government policies and practices since European settlement are outlined. 1.2. The effects of these policies and practices on Aboriginal and Torres Strait Islander communities are summarised. 1.3. How these policies and practices affected own community and/or family are outlined.
2. Identify changes that have occurred in indigenous societies	2.1. Government policies operating since European settlement are summarised and documented. 2.2. The changes that have occurred to Aboriginal and Torres Strait Islander societies as a result of policies and practices, the responses and the views of indigenous groups are outlined. 2.3. The impacts of these changes on the indigenous community and/or family are described.
3. Outline effects of current work related issues on indigenous societies	3.1. Key work related issues that impact on Aboriginal and Torres Strait Islander societies today are defined. 3.2. The people involved in key issues are described and recorded. 3.3. The community views on issues are summarised and

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ELEMENT	PERFORMANCE CRITERIA
	recorded. 3.4. Methods of addressing the keys issues are summarised. 3.5. The future outcomes and/or resolutions for these issues are predicted.
4. Determine the impacts of competing factors on self esteem/identity	4.1. Events/occurrences in everyday life that give rise to feelings of both positive and negative self-esteem are described. 4.2. Elements which affect self-esteem are listed. 4.3. How these elements impact on self are described and recorded. 4.4. Positive strategies for dealing with impacts on self-esteem/identity are developed.
5. Design work practices to accommodate cultural identity	5.1. Work practices, which enhance individual's morale, are defined and implemented. 5.2. Elements which affect self-esteem in work environments are incorporated into the work practices. 5.3. Staff are consulted in the preparation and design of these work practices according to community and organisational protocols and guidelines. 5.4. Positive strategies for dealing with impacts on self-esteem/identity are developed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• investigate government policies and practices relating to indigenous peoples since European settlement • identify changes that have occurred in indigenous societies • synthesise changes that have occurred in indigenous societies • outline effects of current work related issues • determine the impacts of competing factors on self-esteem/identity • design work practices to accommodate cultural identity • use literacy skills to read, interpret and follow organisational policies and

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REQUIRED SKILLS AND KNOWLEDGE
procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• indigenous communities and protocols • cultural customs and heritage • connections between self-esteem, identity, community and work • indigenous history • legislation and policies impacting on indigenous communities and organisations • key work issues • work practices.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • outline effects of current work related issues for indigenous communities and individuals • determine the impacts of competing factors on self esteem/identity • design work practices to accommodate cultural

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EVIDENCE GUIDE	
	identity • incorporate elements to boost self esteem of indigenous workers • respond to workplace issues where work practices are poorly aligned to cultural identity.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Work practices may include:	• selection procedures • promotion procedures • enforcement of legislation and regulations • consultative or participative mechanisms • cultural and intellectual property rights • training processes • work ethic • procedures and policies of the workplace.

Unit Sector(s)

Unit sector	Indigenous land management

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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AHCILM506A Operate within community cultures and goals

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of exploring and understanding the culture and goals of a community or group and operating appropriately within those parameters and defines the standard required to: investigate the diversity of groups within a community and their culture; identify the roles of informal leaders and influencers in community groups, as well as elders in indigenous communities; research the background and goals of community groups, and their attitudes and perspectives on natural resource management issues; plan for consultation within the community by working with the cultures and goals of the groups that comprise it.

Application of the Unit

Application of the unit	This unit applies to persons who explore and understand the culture and goals of a community or group and operate appropriately within those parameters.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify community values	1.1. Range of groups in community is identified through interaction with community members and groups to determine potential diversity of values. 1.2. Values held by various sections of the community relevant to program activities are identified for planning of promotional and group activities. 1.3. Cultural authority is identified in indigenous communities and groups to implement appropriate protocols. 1.4. Community leaders in terms of community involvement and opinion making are identified from community interaction.
2. Research community history and plans	2.1. History of community relevant to program is identified for use in promotional, educational and group activities. 2.2. Relevant documents, symbols, places of value and oral traditions are identified to place program and group in local context. 2.3. Community plans are identified for use in promotional, educational and group activities.
3. Establish role of group in community	3.1. Potential roles of program and group to community are identified for use in group activities. 3.2. Interaction with community is managed to build rapport with individuals and groups.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Consultation processes are established and maintained with community members and groups. 3.4. Image of group and program in community is maintained by acknowledging community concerns and promoting positive image of group and program.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify community values • research community history and plans • conform to social protocols for a range of cultures in the community • develop an approach that is inclusive of indigenous gender issues • source key information from community sources including approaching leaders • establish role of groups within the community • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• relevant government and community action programs • processes for development and delivery of programs • typical community and local government structures and organisation • group processes • broad Australian and regional history • current social and environment affairs for local community and wider region • rural industry operation and processes (for rural programs) • process for identifying cultural protocols

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REQUIRED SKILLS AND KNOWLEDGE
• understanding of what may be noteworthy to community and newsworthy to media.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • investigate the diversity of groups within a community and their culture • identify the roles of informal leaders and influencers in community groups, as well as elders in indigenous communities • research the background and goals of community groups, and their attitudes and perspectives on natural resource management issues • plan for consultation within the community by working with the cultures and goals of the groups that comprise it.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Operating within community cultures and goals includes:	• exploring and understanding the culture and goals of a community or group and operating appropriately within those parameters.

Unit Sector(s)

Unit sector	Indigenous land management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCILM508A Propose a negotiated outcome for a given area of country

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of proposing a negotiated outcome for a given area of country according to community guidelines and best practice procedures and defines the standard required to: identify implications for an area of country for government agency and community; detail processes and proposals for resolving issues regarding access and use of land; gather and analyse information on a given area to develop an analytical framework for land use; formulate and communicate proposals for given area of country; document and seek endorsement for a proposal that seeks to negotiate an outcome for a given area of country.

Application of the Unit

Application of the unit	This unit applies to negotiators who work independently and work within cultural protocols. It includes a level of responsibility for communication with all stakeholders involved in the program. Note: Delivery and assessment against this standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify, select and define relevant issues related to the given area of country	1.1. Community, government and agency perspectives, and issues likely to impact on proposals are accurately identified. 1.2. The implications and impact of issues and perspectives on the given area of country are identified. 1.3. Priority areas for further research, assessment and clarification of issues are recommended. 1.4. Proposals for given area of country are defined in terms of context, issues to be addressed, expected outcomes, possible complications, precedents and key stakeholders. 1.5. With the support of elders and other key stakeholders, an outline of the scope and appropriate processes for conducting negotiated outcomes for that area of country are detailed.
2. Gather and analyse	2.1. Information required to support proposals is

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ELEMENT	PERFORMANCE CRITERIA
information on given area of country	identified according to community protocols. 2.2. Information required to support proposals is gathered, analysed and interpreted according to community and agency guidelines and best practice procedures. 2.3. An analytical framework for the development of an appropriate approach to the proposal is developed. 2.4. Legislation, national and international protocols and conventions relevant to the given area of country are investigated and implemented, where appropriate. 2.5. The implications for own people from these examples are described in ways that stakeholders can understand.
3. Formulate and communicate proposals for given area of country	3.1. A range of options is developed for the proposal, including mechanisms for implementation, monitoring and evaluation. 3.2. The range of options is communicated in a timely and understandable way to those who are party to the negotiations. 3.3. Relevant people to be included in the negotiation are kept informed of progress of work and consulted as appropriate. 3.4. Recommendations are made for options based on likely effectiveness, implementation time frame and costs (including infrastructure), interaction with other proposals (existing or being developed), and consistency with government legislation and policy. 3.5. Examples of instances where other indigenous peoples have used international legal systems to support environmental issues in their own countries are collated.
4. Complete a proposal for a negotiated outcome for a given area of country	4.1. Proposal is documented according to community and agency guidelines and best practice procedures. 4.2. Possible alternatives to use are described ensuring compatibility with legal and administrative circumstances for the area of country. 4.3. Relevant people to be included in the negotiation are consulted on final draft proposal and implications for the community. 4.4. Proposal is completed following endorsement from key stakeholders for given area of country.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify, select and define relevant issues related to the given area of country
- gather and analyse information on given area of country
- formulate and communicate proposals for given area of country
- complete a proposal for a negotiated outcome for a given area of country
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- report preparation
- consultation approaches
- conflict resolution
- cultural customs and heritage
- relevant state land and resources acts/legislation
- international environment forums
- relevant international and national conventions and agreements
- management and use of the resources of the specific area.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify implications for an area of country for government agency and community • detail processes and proposals for resolving issues regarding access and use of land • gather and analyse information on a given area to develop an analytical framework for land use • formulate and communicate proposals for given area of country • document and seek endorsement for a proposal that seeks to negotiate an outcome for a given area of country.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
The following negotiated outcomes may apply to this standard:	• co-existence agreements • heads of agreement • land use strategy agreements • sea use strategy agreements • contracts with government • joint management agreements • Memorandum of Understanding.

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Unit Sector(s)

Unit sector	Indigenous land management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCINF202A Install, maintain and repair fencing

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of installing, maintaining and repairing fencing and defines the standard required to: select the appropriate materials and tools; erect fence; install gates and components; assess the fencing site for environmental impacts of the fence; undertake repairs, record work activities and clean up the fencing site; remove and dispose of, or recycle waste.

Application of the Unit

Application of the unit	This unit applies to workers in rural organisations who operate under limited supervision with checking only related to overall progress within established enterprise routines and procedures.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for fencing work	1.1. Appropriate tools and materials are selected in accordance with task requirements, manufacturer's guidelines and fence design. 1.2. Faulty or unsafe tools are identified and put aside for repair or replacement. 1.3. Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor. 1.4. Transport of fencing materials, tools and equipment to worksite is arranged.
2. Undertake fence installation	2.1. Personal Protective Equipment (PPE) is used and maintained according to procedures. 2.2. Posts and stays are installed and secured in accordance with industry practice. 2.3. Wire is strung and tensioned in accordance with manufacturer's guidelines and industry practice. 2.4. Wire netting or other fencing materials are attached in accordance with manufacturer's guidelines and industry practice. 2.5. Gates are positioned and attached and checked for correct operation.
3. Maintain and repair fencing	3.1. Faults or structural damage are identified and necessary repairs are carried out in accordance with industry practice and manufacturer's guidelines. 3.2. Dismantling operations are carried out recovering re-useable materials. 3.3. Further maintenance or repair works are identified

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ELEMENT	PERFORMANCE CRITERIA
	and reported. 3.4. Used fencing material is packed for reuse or disposed of according to enterprise procedures.
4. Complete fencing work	4.1. Work area is cleared and tidied and all non re-useable materials are disposed of in an environmentally responsible manner. 4.2. Tools, personal protective equipment and re-useable materials are cleaned and stored. 4.3. Work activities are recorded in accordance with industry practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and follow safe work practices
- site fencing materials and tools for efficient use
- use fencing tools safely and in accordance with manufacturer's guidelines
- install fence posts and stays
- tension fencing wire and netting in accordance with manufacturers guidelines
- string, strain and tie off wires safely and efficiently
- use hand tools safely
- operate powered fencing machinery in a safe, efficient and controlled manner
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

Required knowledge

- designs and purpose of a range of conventional fencing
- wire types, knots, tensions applications and limitations
- common hazards involved in fencing installation, maintenance and repair

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REQUIRED SKILLS AND KNOWLEDGE
• uses and types of fencing tools and equipment • fencing materials manufacturers specifications and guidelines • OHS and environmental legislation, codes of practice and enterprise procedures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • select the appropriate materials and tools • erect fence, install gates and components • assess the fencing site for environmental impacts of the fence • undertake repairs • record work activities • clean up the fencing site and remove and dispose of, or recycle, waste.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Fences may include:	• post and wire • wire netting.

Unit Sector(s)

Unit sector	Infrastructure

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCINF203A Maintain properties and structures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of maintaining and repairing properties and structures, in a situation that does not require the specialist skills of another trade, and defines the standard required to: demonstrate correct selection and safe use of tools; apply basic building or construction techniques; store or dispose of unused or waste materials.

Application of the Unit

Application of the unit	This unit applies to working under routine supervision with intermittent checking usually within a team environment.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and confirm maintenance requirements	1.1. Visual inspections are conducted of structures and facilities to locate and evaluate defects, deterioration and impending defects. 1.2. Property infrastructure and resources are checked for correct operation, minor maintenance needs and damage. 1.3. Maintenance plan is confirmed according to supervisor's instructions and enterprise requirements.
2. Select and prepare tools, equipment and materials	2.1. Tools, equipment and materials appropriate to the job requirements are selected and checked for serviceability according to manufacturer's specifications. 2.2. Faulty or unsafe tools are identified and segregated for repair or replacement and reported according to enterprise requirements. 2.3. Existing and potential hazards to health and safety are identified, assessed and reported according to Occupational Health and Safety (OHS) and enterprise requirements.
3. Carry out routine maintenance	3.1. Suitable personal protective equipment is selected, used, maintained and stored according to OHS requirements. 3.2. Routine maintenance to structures and surroundings is carried out according to the maintenance plan and enterprise requirements. 3.3. Minor repairs to building cladding, and treatments to structural finishes, are carried out as required to minimise deterioration.

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ELEMENT	PERFORMANCE CRITERIA
4. Complete maintenance activities	4.1. Worksite, tools and materials are cleaned, returned to operating order, and stored according to OHS and enterprise requirements. 4.2. Unwanted materials and waste from maintenance activities is collected, treated and disposed or recycled according to enterprise, OHS and environmental requirements. 4.3. Relevant information is documented according to industry, enterprise requirements and OHS requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and follow safe work practices • interpret and apply task instructions • operate a broad range of tools and equipment • carry out building and maintenance operations • work in team environment • observe and report on the condition of structures and equipment • communicate with work team and supervisor • estimate and calculate volumes and usage.
Required knowledge
• characteristics, capabilities and limitations of materials, equipment and tools • operation of water taps and reticulation systems • types of building cladding and finishes, purpose and use • identification of defects and appropriate repair methods • appropriate selection of repair materials • OHS legislative requirements and Codes of Practice • relevant Codes of Practice and procedures with regard to protection of the environment.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • demonstrate correct selection and safe use of tools • apply basic building or construction techniques • store or dispose of unused or waste materials.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Properties may include:	• land areas • worksites • buildings and all components.
Structures may include:	• greenhouses • igloos • potting houses • poly-tunnels • glass houses • shade houses • sheds • work sheds • cool rooms • staff rooms

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RANGE STATEMENT	
	• water tanks • yards • stock handling structures • silage pits • fodder and grain storages • park furniture • car parks, roads, pathways, pergolas • information boards, benches, landscape features and site furniture.

Unit Sector(s)

Unit sector	Infrastructure

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCINF204A Fabricate and repair metal or plastic structures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of undertaking minor fabrication and repair of metal or plastic structures where the services of a specialist trades person is not necessary, and defines the standard required to: identify job requirements and select materials, tools and equipment; apply safe work practices including use of Personal Protective Equipment (PPE); identify and use jointing methods and safe repair/fabrication techniques; clean up after operations.

Application of the Unit

Application of the unit	This unit applies to the working autonomously and would be carried out unsupervised within enterprise guidelines.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for fabrication and/or repair	1.1. Items for repair or fabrication are identified against work plans using industry recognised techniques. 1.2. Equipment appropriate to job requirements is selected and confirmed against work plan. 1.3. Jointing/welding materials suitable to the job requirements are selected. 1.4. Potential and existing hazards in the workplace are identified and reported to the supervisor.
2. Assist with maintaining structures and facilities	2.1. Suitable personal protective equipment is selected, used and maintained according to Occupational Health and Safety (OHS) and enterprise requirements. 2.2. Equipment and structures are safely repaired or fabricated according to enterprise requirements and industry standards. 2.3. Jointing methods used in the fabrication and/or repair structures and equipment are according to enterprise requirements and industry standards.
3. Complete fabrication and repair	3.1. Materials and equipment are cleaned and stored according to manufacturer's guidelines and enterprise policy. 3.2. Work area is cleaned and maintained, and any hazardous materials removed in an environmentally responsible manner. 3.3. Completed work is detailed and recorded according to enterprise requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• safely use welding and thermal cutting equipment • demonstrate safe and environmentally responsible workplace practices • read and interpret manufacturers specifications, work and maintenance plans, and MSDS • effectively communicate information, interpret and apply task instructions, and maintain records and reports • estimate and measure dimensions, and calculate volumes • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• types of fabrication materials and their various applications • range of metals and non-metal materials that may be used in fabrication and repair • industry jointing/welding techniques and fabrication and repair methods • OHS legislative requirements • environmental codes of practice with regard to equipment operation and maintenance activities • operating principles and operating methods for equipment • various types of welders and respective functions • environmental impacts and minimisation measures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy

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EVIDENCE GUIDE	
competency in this unit	holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify job requirements and select materials, tools and equipment • apply safe work practices including use of PPE • identify and use jointing methods and safe repair/fabrication techniques • clean up after operations.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Fabrication may include:	• working with metal, fibreglass and plastic components in the manufacture, repair and/or installation of plant, equipment and structures.
Equipment may include:	• cutting tools • welding and thermal cutting equipment • soldering irons.
Jointing methods may include:	• silver soldering • soldering • solid rivets • pop rivets • folding • self tapping screws • glues • silicones.
Materials may include:	• iron and steel • copper or brass • aluminium • cast iron

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RANGE STATEMENT	
	• high tensile steel • gun metal • plastics.
Fabrication techniques may include:	• cutting • forming • jointing • welding • brazing • soft soldering • thermal cutting • hot air welding • drilling • plastic welding and forming • brazing or welding cast iron including the use of pre-heating and controlled cooling • the use of the full range of jointing techniques • the use of masonry anchors and bolts • silver soldering of high tensile materials • gas welding or silver soldering copper piping • metal forming and wrought iron fabrication • hard facing techniques • thread cutting or tapping.
Welding techniques may include:	• manual metal arc welding (MMAW) • gas metal arc welding (MGAW) • gas tungsten arc welding (GTAW) • oxy acetylene (or fuel gas) welding (OAW).

Unit Sector(s)

Unit sector	Infrastructure

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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AHCINF301A Implement property improvement, construction and repair

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the functions required to carry out maintenance and construction of improvements to properties and defines the standard required to: prepare basic plans for the work; ensure any planning and permissions have been put in place, and planning or building requests or restrictions are complied with; carry out building or construction work efficiently and safely; confirm that the completed or repaired structure meets the standard specified in the contract; minimise environmental impacts and dispose of waste appropriately.

Application of the Unit

Application of the unit	This unit applies to workers in rural enterprises or who work as contractors for rural industry. The work is likely to be carried out under routine supervision within enterprise guidelines.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Assess property condition	1.1. Property structures are assessed for soundness and recorded according to enterprise requirements. 1.2. Property improvements and maintenance requirements are identified and determined according to enterprise objectives. 1.3. Budgetary parameters are identified and maintained according to enterprise requirements.
2. Prepare tools and equipment	2.1. Tools, equipment and materials required to carry out property improvements are identified and arranged on site. 2.2. Tools and equipment are checked for serviceability according to manufacturer's specifications. 2.3. Faulty or unsafe tools and equipment are identified and segregated for repair or replacement according to enterprise requirements. 2.4. Existing and potential hazards to health and safety are identified, assessed and reported according to Occupational Health and Safety (OHS) and enterprise requirements.
3. Carry out property	3.1. Suitable personal protective equipment is selected,

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ELEMENT	PERFORMANCE CRITERIA
improvements	used, maintained and stored according to OHS and enterprise requirements. 3.2. Property structures are constructed, repaired or dismantled as required according to manufacturer's specifications and/or work plan and regulations (e.g., demolition code). 3.3. Basic concrete, masonry or metal repairs are carried out according to manufacturer's specifications and work plan. 3.4. Maintenance to roads and tracks are determined and carried out according to work plan and enterprise requirements.
4. Complete maintenance and improvement activities	4.1. Property structures and surrounds are monitored, maintained and improved as required. 4.2. Worksite, tools and equipment are cleaned, returned to operating order, and stored according to OHS and enterprise requirements. 4.3. Unwanted materials and waste from maintenance activities is collected, treated and disposed of or recycled according to enterprise environmental and OHS requirements. 4.4. Relevant information is documented and reported according to industry and enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• operate a broad range of tools and equipment • apply hand/eye coordination • construct assemblies • assess the nature and priority of required repairs and maintenance • complete a range of earthworks to specification • lay and tie reinforcing to specifications • observe and report on the condition of structures and equipment • interpret and apply task instructions

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REQUIRED SKILLS AND KNOWLEDGE
• communicate with work team and supervisor • read and interpret maps, plans, site drawings and simple technical drawings • record and report on damage and recommend repairs • estimate and calculate volumes, usage and measurements • identify and report hazards and demonstrate safe workplace practices • minimise impacts to the environment • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• machinery and equipment required to carry out property improvements, construction and repairs • types of building materials • concreting procedures and techniques • wood and steel fabrication procedures • drainage requirements around structures, tracks and roads • legislative requirements with regard to construction and structural improvements • types of building cladding and finishes, purpose and use • relevant Codes of Practice with regard to protection of the environment • OHS and environmental legislative and enterprise procedures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • prepare basic plans for the work • ensure any planning and permissions have been put

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EVIDENCE GUIDE	
	in place, and planning or building requests or restrictions are complied with • carry out building or construction work efficiently and safely • confirm that the completed or repaired structure meets the standard specified in the contract • minimise environmental impacts and dispose of waste appropriately.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Property improvement, construction and repair may include:	• buildings • yards • livestock handling structures • fences • water supply systems • roads • tracks • soil conservation works • irrigation and drainage channels • silage pits • grain and fodder storage • trellises • shelters and shade cloth drying racks.

Unit Sector(s)

Unit sector	Farm infrastructure

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCINF303A Plan and construct conventional fencing

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the functions required to plan and construct conventional fencing and defines the standard required to: site the fence line according to property or land management plan; estimate, cost and source fencing materials and arrange delivery; carry out fencing operations safely and efficiently; construct a fence that meets specifications in plan or contract and is within tolerances for materials; minimise environmental impacts and dispose of waste appropriately.

Application of the Unit

Application of the unit	This unit applies to workers in rural enterprises or who work as fencing contractors. It is likely to be carried out under routine supervision within enterprise guidelines.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine fencing requirements	1.1. Fencing requirements are assessed and clarified according to enterprise objectives. 1.2. Equipment, materials and labour requirements are determined, and estimated costings are maintained within budgetary constrains. 1.3. Plan is prepared giving consideration to siting fences in relation to natural features and proposed uses. 1.4. Legal requirements associated with fencing construction are identified.
2. Prepare for construction	2.1. Proposed fencing is checked and verified against property maps and work plan. 2.2. Services, structures and features, which may impact on the fencing work, are identified and incorporated into the fencing plan. 2.3. Tools and fencing equipment (including safety equipment), are arranged and safely and efficiently transported to the work site. 2.4. Labour requirements are arranged and confirmed according to enterprise requirements. 2.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed and risk controls are implemented.
3. Construct conventional fence	3.1. Suitable personal protective equipment is selected, used, maintained and stored according to enterprise requirements. 3.2. Fence lines are marked out and checked against work plan and property maps.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Fence is constructed according to work plan and fence design. 3.4. Gates are attached and appropriately positioned for correct operation and function according to work plan. 3.5. All work is carried out safely according to enterprise requirements.
4. Complete fencing operations	4.1. Work site is cleared and tidied and all waste is disposed of in an environmentally responsible manner. 4.2. Tools and fencing equipment are transported safely from the work site and stored according to manufacturer's recommendations and enterprise requirements. 4.3. Tools and equipment faults or malfunctions are reported for repair or replacement according to enterprise requirements. 4.4. Relevant information is recorded and maintained according to enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and implement safe work procedures • construct end assemblies • construct gate assemblies and swing gates • string and strain wires to manufacturer's recommended tension • tie fencing knots • use and maintain fencing machinery and equipment • select fencing materials • arrange and purchase supplies • demonstrate safe workplace practices • consult with and report to management • minimise environmental impacts • use literacy skills to read, interpret and follow organisational policies and

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REQUIRED SKILLS AND KNOWLEDGE
procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• issues affecting property fence planning and construction • procedures for planning fencing in relation to the whole property plan • range of fencing designs, construction methods and materials • types of fencing construction tools and equipment • fencing materials and costings • common fencing hazards and safety precautions • OHS legislative requirements and Codes of Practice • relevant Codes of Practice with regard to the protection of the environment • hazard identification, assessment and control.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • site the fence line according to property or land management plan • estimate, cost and source fencing materials and arrange delivery • carry out fencing operations safely and efficiently

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EVIDENCE GUIDE	
	• construct a fence that meets specifications in plan or contract and is within tolerances for materials • minimise environmental impacts and dispose of waste appropriately.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Fencing construction may include:	• conventional fencing constructed with post and wire/wire netting under tension.

Unit Sector(s)

Unit sector	Farm infrastructure

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCLPW304A Carry out inspection of designated area

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of carrying out inspection of designated area and defines the standard required to: define the scope and criteria on which to base inspection; define the hazards and risks to Occupational Health and Safety (OHS) and the environment associated with the inspection; conduct inspections; complying with statutory requirements and enterprise protocols for entry to private property; establish environmental impacts caused by the presence of the target; document the inspection and recommend follow up actions.

Application of the Unit

Application of the unit	This unit applies to carrying out an inspection of designated areas and is likely to be under limited supervision with checking related to overall progress. Responsibility for the work of others may be involved.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define area and target of inspection	1.1. Location and size of area to be inspected identified consistent with management strategy and/or supervisor's instructions. 1.2. Frequency of inspection set according to management strategy. 1.3. Targets of inspection determined from Management Strategy. 1.4. Characteristics and favoured conditions for targets confirmed with management.
2. Carry out Risk Assessment and minimisation	2.1. Time and duration of inspection checked and relevant personnel notified. 2.2. Risks to the environment associated with the inspection are identified in accordance with statutory and local authority requirements. 2.3. Precautions to minimise environmental risks associated with the inspection are taken in line with statutory and local authority standards. 2.4. Hazards associated with the inspection are identified in accordance with OHS standards. 2.5. Precautions to minimise hazards are taken in accordance with OHS standards.
3. Prepare for inspection	3.1. Vehicles, equipment and materials required for the inspection are identified. 3.2. Vehicles, equipment and materials are checked for

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ELEMENT	PERFORMANCE CRITERIA
	serviceability following manufacturer's guidelines.
4. Carry out inspection	4.1. Vehicles are operated and driven within statutory requirements and industry practice. 4.2. Inspection is carried out within the specified area and following the requirements of the integrated pest management strategy. 4.3. Target occurrence is identified and recorded as required by the management strategy and enterprise practice. 4.4. Statutory requirements and enterprise protocols regarding entering private property are fulfilled where appropriate. 4.5. Dealings with landholders or their employees follow regulatory requirements and enterprise procedures. 4.6. Precautions to minimise risks to the environment are implemented in accordance with statutory and local authority requirements. 4.7. Precautions to minimise hazards are implemented in accordance with OHS standards. 4.8. Incursions of non-targeted threats are noted and reported on.
5. Establish the impact of the specified target	5.1. Information on potential impacts is collected from stakeholders. 5.2. Data on environmental hazards resulting from target presence are collected and analysed from stakeholders or available information.
6. Prepare a report	6.1. Collated data, inspection records and analysis of findings are documented with appropriate recommendations in accordance with enterprise guidelines. 6.2. Targets reported as required by legislation, regulation or enterprise guidelines. 6.3. Report submitted to supervisor or other authority. 6.4. Samples submitted in compliance with legislative requirements, regulations or enterprise guidelines. 6.5. Equipment and materials are cleaned and stored following industry standards or enterprise practice.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- define area and target of inspection
- carry out risk assessment and minimisation
- prepare for inspection
- carry out inspection
- identify targets and level of impact on site
- implement control measures
- monitor control methods
- clean and store equipment and materials following inspection
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- recognition and classification of local plant and animal species
- use of simple taxonomic or identification keys
- risk management
- characteristics of inspection targets
- inspection procedures and techniques
- monitoring techniques
- reporting protocols
- map reading
- relevant land use processes
- relevant legislative and regulatory requirements including environmental protection legislation.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • define the scope and criteria on which to base inspection • define the hazards and risks to OHS and the environment associated with the inspection • conduct inspections, complying with statutory requirements and enterprise protocols for entry to private property • establish environmental impacts caused by the presence of the target • document the inspection and recommend follow up actions.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Designated areas may include:	• covers a range of designated areas such as farms, parks, reserves, and roadsides.
Inspections may include:	• plant and animal species and communities • threatened or endangered species • notifiable or noxious pests or animals

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RANGE STATEMENT	
	• species not previously identified in the region • weeds or animals which may present a high risk and fire risks and threats.

Unit Sector(s)

Unit sector	Lands, parks and wildlife

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCLPW403A Inspect and monitor cultural places

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers inspecting and monitoring cultural places and defines the standard required to: establish the cultural value and background of the place; prepare or source checklists for inspection; inspect the place to establish a schedule of maintenance and monitor site management; submit report and recommendations based on requirements of contract including a review of existing management systems; monitor surroundings to establish restoration, reclamation, modification and protection that is required in the immediate area; monitor stakeholder views for impact on cultural significance, approach to maintenance, restoration and modification, and current and proposed uses of the place or area.

Application of the Unit

Application of the unit	This unit applies to those whose job role includes inspecting and monitoring the fabric and setting of heritage or culturally significant places to identify non-conformities with conservation and management plans. A high level of cultural awareness and the need to observe cultural protocols are important in parts of the process. Note: for Indigenous cultural places, the delivery and assessment against this unit must comply with community protocols and guidelines and be supported by elders and custodians of country.

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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for inspection	1.1. Significance of place is sourced from conservation and management plans. 1.2. According to operational request, specific facilities and equipment for inspection are determined. 1.3. Appropriate checklists relating to condition of fabric and surrounds are obtained to suit the application.
2. Carry out comprehensive inspection	2.1. Condition of fabric is inspected for deterioration and damage. 2.2. Non-conformity with conservation and management plans and Occupational Health and Safety (OHS) are recorded. 2.3. Observed deterioration and damage to the fabric is evaluated to determine short-term and long-term

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ELEMENT	PERFORMANCE CRITERIA
	impact on the significance of the place. 2.4. Maintenance works for the cultural place is determined and scheduled. 2.5. Records are checked for accuracy. 2.6. Potential safety risks, hazards and situations are identified and detailed.
3. Submit report and recommendations	3.1. Situations requiring urgent action are addressed in accordance with conservation/management plan enterprise guidelines. 3.2. Draft reports are provided to stakeholders in oral and/or written formats. 3.3. Concise and accurate report are prepared and submitted to management. 3.4. Existing management systems are reviewed particularly regarding frequency and scope of inspection. 3.5. Recommendations for future action are consistent with conservation/management plan and industry standards and best practice. 3.6. Collected data and information is submitted for inclusion on information management system.
4. Monitor surroundings	4.1. Condition of surrounds and setting of the place or area is monitored for deterioration, damage and for biological or geophysical changes. 4.2. Deterioration and damage to surrounds and setting of place or area is evaluated to determine short-term and long-term impact on the significance of the place. 4.3. Required restoration or modification of biological aspects of the setting, including indigenous and exotic species, are planned to maintain the cultural and natural significance. 4.4. Required restoration or modification of geophysical aspects of the setting and surrounds, including replacement of soils and protection of landforms are planned to maintain the cultural and natural significance. 4.5. Maintenance, restoration and modification of fabric, setting and surrounds is integrated to maintain the cultural (both indigenous and non-indigenous), and natural significance of the place or area.
5. Monitor stakeholder	5.1. Stakeholders are periodically consulted to determine

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ELEMENT	PERFORMANCE CRITERIA
views on significance	their views on the significance and maintenance of the place and area. 5.2. Visitors are periodically consulted to obtain their views on the place and area. 5.3. Changes in views and/or stakeholders are identified. 5.4. Changes in views are assessed for impact on cultural significance, approach to maintenance, restoration and modification, and current and proposed uses of the place or area. 5.5. Assessment of changed views is reported to enterprise and Burra Charter processes or indigenous places guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- prepare for inspection
- carry out comprehensive inspection
- assess the condition of a designated area
- monitor an area for deterioration, damage and for biological or geophysical changes.
- submit report and recommendations
- monitor surroundings
- consult with stakeholders to monitor views on significance
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• relevant cultural concepts • relevant aspects of Australian Heritage Commission legislation and requirements, State/Territory Heritage requirements and World Heritage requirements • International Union for Conservation of Nature (IUCN) guidelines for protected area management categories • Australian and New Zealand Environment Conservation Council (ANZECC) environmental standards and best practice guidelines • national and International Charters of the International Council on Monuments and Sites (ICOMOS), including the Burra Charter • environmental legislation and codes of practice • construction techniques and materials • processes of deterioration and damage • maintenance, restoration and modifications applied or potentially that could be applied to place or area • threats to place or area, including visitor impacts.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence is required that cultural places have been appropriately inspected and monitored and that any maintenance activities conform to relevant legislation, charters and is according to enterprise guidelines and industry best practice. The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • establish the cultural value and background of the place

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EVIDENCE GUIDE	
	• prepare or source checklists for inspection • inspect the place to establish a schedule of maintenance and monitor site management • submit report and recommendations based on requirements of contract including a review of existing management systems • monitor surroundings to establish restoration, reclamation, modification and protection that is required in the immediate area • monitor stakeholder views for impact on cultural significance, approach to maintenance, restoration and modification, and current and proposed uses of the place or area.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Cultural places of significance may include:	• areas of non-indigenous activity, buildings and other structures • natural areas of Indigenous cultural significance • areas of Indigenous activity such as burial, occupation and contact sites, engravings, grinding grooves, rock pictures, fish traps, middens and mounds.

Unit Sector(s)

Unit sector	Lands, parks and wildlife

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCLPW404A Produce maps for land management purposes

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers producing maps for land management purposes and defines the standard required to: establish the land use, structures and natural resource features that are required to inform land use decisions; source data sets that provide the required information; validate the data for currency and compare to ground observations; incorporate data onto a map; provide a map key and any supporting information required; evaluate maps for suitability for purpose and value in making land management decisions.

Application of the Unit

Application of the unit	This unit applies to those whose job role includes preparing maps by hand or by using Geographical Information Systems (GIS) for land management purposes.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain information for a specific land management purpose	1.1. Information required to achieve result is defined and required data sets are correctly determined. 1.2. Information from stakeholders on land management and production systems is collected and presented consistent with the local area management strategy. 1.3. Information collected includes temporal and spatial data. 1.4. Information is reviewed for relevance and accuracy.
2. Assess data availability	2.1. Availability of required data sets is ascertained through research of internal and external sources. 2.2. Ownership of data is confirmed, and access and pricing determined. 2.3. Data is obtained in line with industry standards, statutory requirements and enterprise policy. 2.4. Where appropriate, procedures are developed to capture data.
3. Assess data quality	3.1. Data is assessed for integrity to determine suitability for task. 3.2. Disparities between data sets are investigated and resolved to ensure integrity of data used.
4. Format and present data	4.1. Compatible format for data is identified. 4.2. Relevant data elements are assembled. 4.3. Data format(s) are selected to meet user's

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ELEMENT	PERFORMANCE CRITERIA
	requirements. 4.4. Information is presented to meet user requirements using suitable media in a tidy, informative and useable manner. 4.5. Information is presented in line with appropriate enterprise and Australian standards.
5. Incorporate data onto map(s)	5.1. Information is transferred from various data sources onto map(s). 5.2. Maps are produced showing spatial and temporal data consistent with development and implementation of the land management strategy. 5.3. Maps are analysed for data to assist in development or implementation of land management plan.
6. Review customer satisfaction	6.1. Work is completed in line with enterprise quality requirements. 6.2. Feedback is sought from users regarding satisfaction with information and presentation. 6.3. Any areas of dissatisfaction are resolved in line with enterprise policy and procedures. 6.4. Customer feedback is analysed and used as a quality improvement tool.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assess data availability • assess data quality • incorporate data onto maps • review customer satisfaction • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views

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REQUIRED SKILLS AND KNOWLEDGE
• use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• land management processes relevant to map being prepared • relevant Commonwealth, State and Local legislative and regulatory requirements • mapping principles and conventions including layout, legends, scale, media, printing and presentation styles • use of software and hardware such as GIS, Computer-Aided Design (CAD), desktop publishing, desktop mapping, multimedia, graphic animation, plotters and printers.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • establish the land use, structures and natural resource features that are required to inform land use decisions • source data sets that provide the required information • validate the data for currency and compare to ground observations • incorporate data onto a map • provide a map key and any supporting information required • evaluate maps for suitability for purpose and value in making land management decisions.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Mapping products may include:	• transparency overlays for air photographs or printed maps and thematic maps produced on GIS.

Unit Sector(s)

Unit sector	Lands, parks and wildlife

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCLPW405A Monitor biodiversity

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of monitoring biodiversity and defines the standard required to: use monitoring techniques suitable for the environment and species; install and use monitoring equipment; develop systems to capture, maintain and analyse data; make observations and record data on species diversity and abundance; review data to ensure the monitoring process is correctly targeted and implemented.

Application of the Unit

Application of the unit	This unit applies to natural area managers and those seeking information on natural systems or areas.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select monitoring techniques	1.1. Monitoring operations are selected to obtain required data described in monitoring plan and enterprise requirements. 1.2. Range of likely operating conditions, hazards and difficult/sensitive environments are assessed for impact on monitoring. 1.3. Alternative land, sea and air operations are considered to collect data in line with enterprise procedures. 1.4. Operations are trialled to test monitoring scheme for reliability, timeline and safety.
2. Prepare equipment and resources	2.1. Appropriate certificates, licenses and authorisations are obtained according to enterprise and legislative requirements. 2.2. Equipment required for monitoring is sourced according to enterprise procedures. 2.3. Equipment and personnel are transported to monitoring sites without injury or damage according to enterprise procedures. 2.4. Equipment is installed and protected from weather conditions according to manufacturer's specifications, safety and enterprise requirements. 2.5. Equipment and monitoring procedures are tested in field conditions to enterprise and manufacturers' requirements.
3. Monitor biodiversity	3.1. Observations are made according to monitoring plan and to enterprise procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Data is recorded to monitoring plan and database requirements. 3.3. Location and times of observations are recorded to enterprise requirements. 3.4. OHS requirements are followed to legislative requirements and enterprise policies and procedures.
4. Review data	4.1. Records of monitored data are examined for consistency and accuracy within requirements of the monitoring plan. 4.2. Records are assessed to determine whether the observations and measurements are addressing factors and issues consistent with the monitoring plan. 4.3. Monitoring techniques are adjusted to overcome any deficiency or reported to enterprise procedures for adjustment to monitoring plan.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- develop monitoring techniques
- prepare and install equipment and resources
- monitor biodiversity
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• ecosystems • plant and animal classification • monitoring systems for flora, fauna and microorganism populations • accepted scientific processes • parks/reserves, conservation, environmental protection and heritage and tenure systems • set up and use of monitoring equipment • threats, both natural and from human activity, to places of natural significance • international, national and local standards and Codes of Practice • data recording and analysis techniques • Occupational Health and Safety (OHS) and environmental legislation under which enterprise operates.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • use monitoring techniques suitable for the environment and species • install and use monitoring equipment • develop systems to capture, maintain and analyse data • make observations and record data on species diversity and abundance • review data to ensure the monitoring process is correctly targeted and implemented.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Natural systems or areas may include:	• a place • an area • a park/reserve • an ecosystem or part of an ecosystem • a region or catchment • a species or group of species.

Unit Sector(s)

Unit sector	Lands, parks and wildlife

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCLPW601A Coordinate the preparation of a regional resource management plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of coordinating the development of regional plans in the context of natural resource management and defines the standard required to: review existing planning documents and sources of information to inform the plan; identify land management issues and potential solutions; identify stakeholders to form discussion groups and seek individual input to planning; organise for the collection and analysis of data to inform planning and monitor progress; work with stakeholders and technical advisers to develop goals and performance criteria; develop a draft plan for widespread consultation and feedback; finalise the regional resource management plan.

Application of the Unit

Application of the unit	This unit applies to the coordinating the preparation of a regional resource management plan at a strategic level with the capacity to devolve responsibilities and tasks to specialist planners and others.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Review existing information	1.1. Information obtained during scoping or prior resource management plans is reviewed to determine starting point for planning process. 1.2. Sources of additional information are identified for use during planning process.
2. Identify dimensions of issues	2.1. Natural resource management issues previously identified are examined to determine current and future impacts. 2.2. Causes, scope and types of potential solutions are identified from documentation for use in planning process.
3. Form panels and groups to support process	3.1. Key stakeholder groups are approached to obtain views on consultative structures and processes. 3.2. Panels and groups are formed to cater for input of stakeholder information and views, and to obtain assistance on plan development. 3.3. Structure of panels and groups is developed to allow diversity and to promote involvement,

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ELEMENT	PERFORMANCE CRITERIA
	ownership and co-operation between stakeholder groups.
4. Coordinate the collection of data	4.1. Data collection and surveys on regional factors and issues is coordinated to provide information for the planning process. 4.2. Inherent or stable and dynamic data is identified to ensure plan is developed on sound information basis. 4.3. Rules and relationships between various data sets are developed where required for loading into a database. 4.4. Specialists are sourced to process data for reporting to planning process. 4.5. Arrangements are made for data to be recorded in a database where appropriate for further processing and reporting. 4.6. Data collection and recording is managed within budgetary constraints.
5. Coordinate the development of goals and strategies	5.1. The development of goals and strategies is coordinated through the use of technical advice, panels and groups. 5.2. Sources of appropriate technical advice are identified. 5.3. Technical advice is obtained on issues at regional and local levels for integration into goals and strategies. 5.4. Technical advice is provided to groups and panels in appropriate terms to assist in the development of goals and strategies. 5.5. Panels and groups are facilitated to provide suggestion for goals and strategies, and to comment progressively on their formulation at a regional level. 5.6. Original scope and basis for planning process are reviewed at major developmental stages to determine their ongoing validity.
6. Coordinate the preparation of a draft plan	6.1. Preparation of draft plan is coordinated using technical and stakeholder input to cater for range of natural resource management issues within economic, industry and social contexts. 6.2. Personnel are coordinated to structure the draft plan to comply with legislative, program and

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ELEMENT	PERFORMANCE CRITERIA
	enterprise requirements. 6.3. Draft plan includes goals, strategies and achievable and measurable outcomes that reflect prior consultation and technical advice. 6.4. Draft plan is submitted to enterprise editing, review and approval processes required before public comment.
7. Plan consultations	7.1. Consultations are planned to ensure all stakeholders have the opportunity to comment. 7.2. Formal consultations are recorded for use in revisions, and for reporting according to legislative, program and enterprise requirements. 7.3. Consultations are organised to include Indigenous cultural heritage as applicable.
8. Coordinate the revision of the plan to reflect consultations	8.1. Revision of draft plan is coordinated to reflect consultation comments within the parameters allowed in legislative, program and enterprise requirements. 8.2. Technical advice is obtained to develop an appropriate response to consultation comments. 8.3. Revised plan is submitted to enterprise editing, review and approval processes required before final approval. 8.4. Revised plan is submitted to regional planning group(s) before final approval.
9. Submit plan for approval/endorsement	9.1. Final plan is submitted for approval/endorsement and publication according to legislative, program, enterprise and contract requirements. 9.2. Planning process and outcomes are evaluated to identify potential future improvements in process and outcomes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
• facilitate to manage widely diverse groups, views and cultures • coordinate multiple strands of planning development concurrently • seek out technical advice and communication across a range of technical disciplines • present effectively • research in economic, planning, environmental and social areas • address and relate to diverse groups of people • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• broad geographic indicators with particular emphasis on the region • regional and rural planning concepts from town planning, rural industry planning, and natural resource planning perspectives • impact of government processes and industry activities in social and economic terms • consultative techniques • cross cultural and cultural factors relevant to social structures • local government operations • natural resource management and issues • sources of technical advice.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • review existing planning documents and sources of information to inform the plan • identify land management issues and potential solutions • identify stakeholders to form discussion groups and seek individual input to planning • organise for the collection and analysis of data to inform planning and monitor progress • work with stakeholders and technical advisers to develop goals and performance criteria • develop a draft plan for widespread consultation and feedback • finalise the regional resource management plan.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Land management issues may include:	• damage to natural resources • activities or lack of activity causing ecosystems to operate outside their natural states • restoration of degraded areas • risk of damage and degradation to natural resources.

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Unit Sector(s)

Unit sector	Lands, parks and wildlife

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCLSC302A Construct landscape features using concrete

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of constructing concrete structures and features and defines the standard required to: interpret site plans and specifications; set out and prepare a site for receival of concrete, pour, set and finish concrete; check quality of work and clean up site.

Application of the Unit

Application of the unit	This unit applies to the construction of concrete structures and features as a component of landscape project works.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare work	1.1. Plans and specifications are interpreted and clarified with the supervisor. 1.2. The quantity and quality of materials are checked to ensure they conform to design drawings and specifications. 1.3. Tools and equipment are selected and checked for serviceability according to enterprise guidelines. 1.4. Occupational Health and Safety (OHS) hazards are identified, risks assessed and controls implemented. 1.5. Environmental implications of constructing concrete structures are identified and reported to the supervisor.
2. Set out and prepare the site	2.1. Services are determined and located from site plans. 2.2. The position of the structure or feature is marked out according to design drawings and specifications. 2.3. Profiles are established to conform to the tolerances nominated within the design drawings and specifications. 2.4. Subsoil is prepared by removing all debris, vegetable matter and topsoil to provide a solid foundation for concrete. 2.5. Drainage systems are installed according to design drawings and specifications. 2.6. Form work is installed to the site in a manner that will ensure it remains rigid during concrete pouring operations. 2.7. Sub-base material is placed and compacted to the required finished levels. 2.8. Preparation of the site is completed according to the type of structure or feature to be constructed.
3. Mix and pour	3.1. Proportions for concrete mix are determined

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ELEMENT	PERFORMANCE CRITERIA
concrete	according to the strength requirements of the project. 3.2. Volume of dry materials necessary to produce final concrete mix is determined. 3.3. All dry ingredients and required additives are mixed together to ensure a thorough blending of all materials is achieved. 3.4. Sufficient water is introduced to produce a concrete mix to the required consistency. 3.5. Concrete mix samples are taken for testing, if required, to check for conformity to specifications. 3.6. Concrete is poured to designated levels in a manner to avoid segregation of materials. 3.7. Concrete is consolidated using an approved vibration method to industry standard (AS3600) to ensure air pockets are eliminated.
4. Finish concrete	4.1. Concrete is screeded to a flat surface to maintain the desired finished level. 4.2. Surface is trowelled according to design drawings and specifications. 4.3. A Concrete is finished off according to design drawings and specifications.
5. Check quality of work and clean up site	5.1. Quality of finished works is inspected to ensure the standard of the finished structure or feature is in accordance with design drawings and specifications. 5.2. Form work is removed and cleaned in a manner which will allow for re-use of the form work. 5.3. All debris is removed and disposed of in a manner that minimises risk to the environment. 5.4. All tools and equipment are cleaned and stored according to enterprise guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• measure and construct profiles using mathematical techniques

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REQUIRED SKILLS AND KNOWLEDGE
• establish levels using levelling equipment • undertake and interpret tests performed on a concrete mix • place, consolidate and finish concrete • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• MPA testing theory and what effects MPA specifications in a concrete mix • the comparative environmental implications associated with soil removal and the establishment of drainage systems • industry standards in relation to reinforcing and consolidating concrete. • sub-base and sub-grade materials and preparation.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • interpret site plans and specifications • set out and prepare a site for receival of concrete • pour, set and finish concrete • check quality of work and clean up site.
Context of and specific resources for	Competency requires the application of work practices

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EVIDENCE GUIDE	
assessment	under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Features may include:	• structures including paths, driveways, edgings, footings, floors, steps, walls, fences, pool surrounds, entertaining areas and ornamental garden elements.

Unit Sector(s)

Unit sector	Landscape

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCLSC303A Construct brick and/or block structures and features

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of constructing brick and/or block structures and features and defines the standard required to: interpret site plans and specifications; set out and prepare a landscape construction site; construct landscape structures; check quality of work and clean up site.

Application of the Unit

Application of the unit	This unit applies to constructing brick and/or block structures and features as a component of landscape project works.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare work	1.1. Plans and specifications are interpreted and clarified with the supervisor. 1.2. The quantity and quality of materials are checked to ensure they conform to design drawings and specifications. 1.3. Tools and equipment are selected and checked for serviceability according to enterprise guidelines. 1.4. Occupational Health and Safety (OHS) hazards are identified, risks assessed and controls implemented. 1.5. Environmental implications of erecting brick and/or block structures are identified and reported to the supervisor.
2. Set out and prepare the site	2.1. Services are determined and located from site plans. 2.2. The position of the structure or feature is marked out according to design drawings and specifications. 2.3. Profiles are established to conform to the tolerances nominated within the design drawings and specifications. 2.4. Subsoil is prepared by removing all debris, vegetable matter and topsoil to provide a solid foundation for construction. 2.5. Drainage systems are installed according to design drawings and specifications. 2.6. Sub-base material is placed and compacted to the required finished levels.
3. Construct structure or feature	3.1. Mortar is mixed to determined ratio and appropriate admixes including bonding and colouring agents are

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ELEMENT	PERFORMANCE CRITERIA
	added, as required, and in accordance with specifications. 3.2. Damp proofing and base course of brick and/or block work is laid according to design drawings and specifications. 3.3. Courses of brick and/or block work are laid using designated bond(s) in a manner that will ensure the viability and stability of the structure, and according to design drawings and specifications. 3.4. Finishes are applied to brick or block work in accordance with specifications.
4. Check quality of work and clean up site	4.1. Quality of finished works is inspected to ensure the standard of the finished structure or feature is in accordance with design drawings and specifications. 4.2. Brick and/or block work surfaces are cleaned down in an environmentally safe and sensitive manner. 4.3. Tools and equipment are cleaned and stored according to enterprise guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• measure and construct profiles using mathematical techniques • use of levelling equipment • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• comparative environmental implications associated with soil disturbance and the establishment of drainage systems

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REQUIRED SKILLS AND KNOWLEDGE
• components of mortar, including admixes such as bonding and colouring agents, used in the construction of brick and/or block structures and features.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • interpret site plans and specifications • set out and prepare a landscape construction site • construct landscape structures • check quality of work and clean up site.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Structures and features may include:	• stone, brick or block features such as walling, steps, edgings, walls, fences, BBQ and entertaining areas, and ornamental garden elements not covered by engineering specifications.

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Unit Sector(s)

Unit sector	Landscape

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCLSC304A Erect timber structures and features

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of erecting timber structures and features as a component of landscape project works and defines the standard required to: mark out the site for the structure according to design drawings and specifications; establish the levels and prepare footings where required; use a wide range of power tools efficiently and safely; fix, join or assemble timbers using a variety of recognised methods; apply a variety of surface finishes; ensure the completed structure or feature meets the quality standard in the specifications.

Application of the Unit

Application of the unit	This unit applies workers engaged in the process of erecting timber structures and features as a component of landscape project works.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare work	1.1. Plans and specifications are interpreted. 1.2. The quantity and quality of materials are checked for conformation to design drawings and specifications. 1.3. Tools and equipment are selected and checked for serviceability according to industry practice. 1.4. Personal Protective Equipment (PPE) is selected, used and maintained according to procedures. 1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed, and controls are implemented.
2. Position the structure and prepare the profile and footings	2.1. Services are identified and located from site plans. 2.2. The position of the structure is marked out according to design drawings and specifications. 2.3. Profiles are established to conform to the tolerances nominated within the design drawings and specifications. 2.4. Footings are excavated and prepared according to the type of structure to be erected.
3. Prepare and cut timber components	3.1. Components are prepared for assembly to the requirements contained in the design drawings and specifications. 3.2. The length of components and the positions of cuts and joints are marked out with a pencil according to designated specifications in design drawings. 3.3. Cutting tools are selected, used and maintained

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ELEMENT	PERFORMANCE CRITERIA
	according to manufactures recommendations and OHS specifications. 3.4. Components are cut, checked out and drilled accurately in preparation for joining and assembly.
4. Assemble and erect structure	4.1. Timber components are fixed, joined or assembled into position and fixed into place according to design drawings and specifications. 4.2. Remaining components are installed and fixed into position according to design drawings and specifications. 4.3. Structure is finished off to ensure all components are secure and complete. 4.4. Coatings are applied according to specifications and manufacturer's recommendations.
5. Check quality of work and clean up site	5.1. Quality of finished works is checked for compliance with design drawings and specifications. 5.2. Debris is cleaned from structure and site according to industry practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• measure and mark lengths of timber accurately • fix, join or assemble timbers using a variety of recognised methods • apply surface finishes • use surveyors' instruments • excavate footings • use hand and power tools according to OHS requirements • estimate quantities • demonstrate safe working practices • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening,

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REQUIRED SKILLS AND KNOWLEDGE
clarifying information and consulting with supervisors as required • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• levelling principles and techniques • timber properties and characteristics • common timber joints • timber fixing methods and product • footings and their construction used for timber structures • OHS requirements associated with erecting structures and features • environmental implications associated with excavation and construction activity.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • mark out the site for the structure according to design drawings and specifications • establish the levels and prepare footings where required • use a wide range of power tools efficiently and safely • fix, join or assemble timbers using a variety of recognised methods • apply a variety of surface finishes • ensure the completed structure or feature meets the quality standard in the specifications.
Context of and specific resources for	Competency requires the application of work practices

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EVIDENCE GUIDE	
assessment	under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	

Structures and features may include:	• timber structures and features such as:
	  • fences
	  • pergolas
	  • trellises
	  • lattices
	  • gazebos
	  • small bridges
	  • handrails
	  • boardwalks
	  • steps
	  • decking
	  • sheds
	  • playhouses
	  • screens
	• site furniture.

Unit Sector(s)

Unit sector	Landscape

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCLSK319A Slaughter livestock

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of slaughtering livestock and defines the standard required to: identify and select livestock for slaughter; prepare slaughterhouse and equipment; conduct safe and humane slaughter of livestock; dress carcass and store in suitable facility for cold storage.

Application of the Unit

Application of the unit	This unit requires some judgement and discretion. It is likely to be carried out under minimal supervision, with checking only related to overall progress. Note: Where firearms are used appropriate licences must be held.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for slaughter operation	1.1. Reasons for slaughter are identified. 1.2. Equipment is prepared and transported to slaughter site. 1.3. Livestock to be slaughtered are selected and prepared for slaughter according to enterprise regulatory and animal welfare requirements. 1.4. Slaughter method is determined and killing facility identified.
2. Slaughter animal	2.1. Slaughter is conducted humanely, with a minimum of stress to the animal and according to Occupational Health and Safety (OHS) requirements. 2.2. Carcass is dressed, hung and protected. 2.3. Where necessary, reasons for slaughter are investigated. 2.4. All relevant environmental and health requirements and OHS, public health, hygiene and animal welfare legislation are followed and complied with during slaughter operations.
3. Complete slaughter operations	3.1. Offal and waste products are disposed of or destroyed in an environmentally responsible manner and according to State/Territory and local authority health standards. 3.2. Equipment and slaughterhouse is hygienically cleaned and stored for re-use. 3.3. Intended end-use of slaughtered meat is identified. 3.4. Meat is prepared for end-use.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and implement safe work practices
- kill and cut up livestock carcasses
- use equipment in a slaughterhouse
- clean and sterilise facilities and equipment
- store meat
- disposal of offal
- package cuts
- identify and select animals for slaughter
- comply with animal welfare requirements
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- the health restrictions and laws applying to the slaughter of livestock for sale, i.e. by registered abattoirs, not by other avenues
- relevant legislative health and OHS requirements, especially as they relate to livestock and slaughter, animal handling and safe livestock handling techniques
- enterprise and industry policies and codes of practice with regard to livestock slaughter, licensing, and recording and reporting requirements
- animal welfare legislation and withholding periods
- offal disposal regulations
- human health and hygiene
- health issues affecting both humans and livestock
- cattle diseases
- carcass hanging methods
- codes of practice for the welfare and husbandry of cattle, sheep and goats.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify and select livestock for slaughter • prepare slaughterhouse and equipment • conduct safe and humane slaughter of livestock • dress carcass and store in suitable facility for cold storage.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Livestock may include:	• cattle • goats • sheep.

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Unit Sector(s)

Unit sector	Livestock

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCLSK321A Service and repair bores and windmills

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of maintaining bores and windmills and defines the standard required to: maintain all components of bores and windmills; carry out testing procedures to determine correct operation; recognise and rectify mechanical faults; carry out repairs to bore, mill heads and pumps to ensure the full function and flow of water supplies; dismantle and assemble windmills and mechanical components; source and apply specialist direction; and refer to bore histories for troubleshooting.

Application of the Unit

Application of the unit	This unit is likely to be carried out under routine supervision with intermittent checking within enterprise guidelines. It requires the application of discretion and judgement to assess and determine requirements for specialist direction, and refer more complex faults for specialist advice.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish bore history and enterprise policy	1.1. Enterprise records are accessed, inspected and bore history is established. 1.2. Enterprise policy regarding service and repairs to bores and windmills is established in consultation with the supervisor. 1.3. Specialist instructions and assistance are sought as required from recognised industry sources according to enterprise requirements.
2. Prepare to carry out service and repairs	2.1. Tools, equipment and materials appropriate to job requirements are selected and inspected for serviceability. 2.2. Dismantling and stripping of windmill is carried out to industry standards and according to enterprise requirements. 2.3. Existing and potential Occupational Health and Safety (OHS) hazards in the workplace are identified, and risks assessed and controlled according to enterprise requirements.
3. Carry out service and repairs	3.1. Suitable personal protective equipment (PPE) is selected, used and maintained according to OHS and enterprise requirements. 3.2. Service and repairs to bores, windmills, motors and pumps are carried out according to manufacturer specifications, operator manuals and enterprise

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ELEMENT	PERFORMANCE CRITERIA
	requirements. 3.3. Complex faults and repairs are reported and referred for specialist advice and remedial action according to enterprise requirements. 3.4. Lost equipment is safely retrieved according to OHS guidelines and enterprise requirements.
4. Complete service and repair activities	4.1. Bore and windmill components are reassembled and tested for operation according to manufacturer specifications to ensure the restoration of full function and flow. 4.2. Work site, tools and equipment are cleaned, returned to operating order and stored according to OHS and enterprise requirements. 4.3. Waste from service and repair activities is collected, treated and disposed or recycled according to enterprise environmental requirements. 4.4. Relevant information is documented according to industry and enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and implement safe work procedures • apply basic diagnostic techniques • recognise faults and deterioration of components and carry out mechanical repairs • select and match tools and equipment with work requirements • apply hand-eye coordination • apply safe workplace and positive environmental procedures • read and interpret enterprise policy, maintenance plans, manufacturer specifications and material safety data sheets (MSDS) • effectively communicate with contractors and supervisor, and record and report maintenance details and outcomes • calculate volumes, and measure speed, flow rates and distance • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural,

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REQUIRED SKILLS AND KNOWLEDGE
social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• construction of bores and windmills and maintenance requirements • diesel engine components, maintenance requirements and repair procedures • working principles of diesel engines • drive systems and components • types and uses of lubricants and other servicing materials • servicing characteristics of bores and windmills • types, characteristics, uses and limitations of hand and power tools • basic diagnostic processes and techniques • environmental codes of practice with regard to maintenance activities • OHS legislative requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • maintain all components of bores and windmills • carry out testing procedures to determine correct operation • recognise and rectify mechanical faults • carrying out repairs to bore, mill heads and pumps to ensure the full function and flow of water supplies • dismantle and assemble windmills and mechanical components • source and apply specialist direction and refer to bore histories for troubleshooting.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Service requirements may include:	• the pulling of the bore which includes fitting clamps, removing rods and columns • the laying out of rods and columns • replacing worn or faulty parts • checking rods for straightness and checking spacers for wear • examining for and noting lime deposits.
Programmed procedures for the checking of the bore head may include:	• checking of the belt condition, glands, pulleys, vibration or noise, slipping, throwing or loose belts, low flows, correct rotation, worn parts and bearings.
The service and repair of windmills may include:	• stripping the windmill, carrying out checks and repairs to mill blades, fan structure, mill head, differential head and gearbox.

Unit Sector(s)

Unit sector	Livestock

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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AHCMOM202A Operate tractors

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of operating tractors with or without attached equipment and defines the standard required to: carry out pre-operational checks and maintenance including tagging defects; set and secure attachments according to manufacturer's directions; operate tractor in a safe and controlled manner; implement shut-down procedures; store machinery and equipment and record maintenance and operation details.

Application of the Unit

Application of the unit	This unit applies to workers in the agriculture, horticulture or land management sectors who operate tractors under some supervision with regular checking and within enterprise guidelines.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare tractor for operation	1.1. Occupational Health and Safety (OHS) hazards in the work area are identified and safety concerns reported to the supervisor. 1.2. Routine checks of tractors are conducted prior to use according to manufacturer's specifications and enterprise requirements. 1.3. Attached equipment is identified and selected appropriate to work requirements, checked for safety and set for operation. 1.4. Tractor and attached equipment faults or malfunctions are identified and reported for repair according to enterprise requirements.
2. Operate tractor	2.1. Risks to self, others and the environment are recognised and avoided according to enterprise requirements. 2.2. Suitable personal protective equipment is used, maintained and stored according to enterprise requirements. 2.3. Tractor is operated according to low risk operating procedures in a controlled manner and monitored for performance and efficiency. 2.4. Environmental impacts associated with tractor operation are recognised and minimised according to directions.
3. Complete and check tractor operation	3.1. Shut-down procedures are conducted according to manufacturer's specifications and enterprise requirements. 3.2. Malfunctions, faults, irregular performance or

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ELEMENT	PERFORMANCE CRITERIA
	damage to tractor and attached equipment is detailed and reported according to enterprise requirements. 3.3. Tractor and attached equipment is cleaned and decontaminated where necessary, secured and stored according to enterprise and OHS requirements. 3.4. Tractor operational reports are maintained to industry standards according to enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and implement safe operating procedures
- steer, manoeuvre and position tractor in a smooth and controlled manner
- utilise the various components and controls of tractors
- set and secure equipment for operation
- safely and effectively operate tractors in adverse weather and difficult terrain conditions
- demonstrate safe and environmentally responsible workplace practices
- interpret manufacturers specifications, work and maintenance plans, and Material Safety Data Sheets (MSDSs)
- effectively communicate faults and hazards, interpret and apply task instructions, report and maintain operational records
- calculate and measure distance, volumes and weights
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

Required knowledge

- tractor components, controls and features and operational functions
- tractor steering systems and features
- attached equipment, features and operational functions and procedures
- operating principles and operating methods
- load limits and the principles of weight distribution with regard to load shifting and tractor movement
- distinguishing characteristics of individual tractors including rated power

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REQUIRED SKILLS AND KNOWLEDGE
• effects of adverse weather and difficult terrain conditions on tractor operation • duty of care to self, others and the environment • use and control of hazardous substances. • relevant legislation with regard to machinery operation and licensing requirements • environmental Codes of Practice with regard to machinery operation • OHS legislative requirements, Codes of Practice, hazard identification and risk assessment.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include evidence of the following: • carry out pre-operational checks and maintenance including tagging defects • set and secure attachments according to manufacturer's directions • operate tractor in a safe and controlled manner • implement shut-down procedures • store machinery and equipment • record maintenance and operation details.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Tractors may include:	• two wheel drive • four wheel drive • front wheel assist tractors.
Steering systems may include:	• conventional front-wheel steering • all wheel steering.

Unit Sector(s)

Unit sector	Machinery operation and maintenance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCMOM204A Undertake operational maintenance of machinery

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of undertaking operational maintenance of machinery and defines the standard required to: select and prepare tools and equipment; carry out lubrication and basic servicing; conduct basic diagnostic tests; report simple faults or report and tag more serious faults; collect, remove and recycle or dispose of wastes; maintain records of machinery maintenance.

Application of the Unit

Application of the unit	This unit applies to workers in the agriculture, horticulture and land management sectors who use non-specialist skills to perform basic servicing and repairs on a range of machinery according to scheduled maintenance programs. The operational maintenance of machinery will usually follow set routines, methods and procedures.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for maintenance	1.1. Maintenance plans are accessed and understood prior to undertaking maintenance work. 1.2. Tools and supplies are selected appropriate to job requirements and confirmed against maintenance plan. 1.3. Tools are inspected for serviceability and prepared for use according to manufacturer's specifications and enterprise requirements. 1.4. Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor.
2. Perform scheduled maintenance	2.1. OHS hazards are identified and safety concerns reported to the supervisor. 2.2. Greasing, lubrication and other basic servicing of machinery are carried out according to manufacturer's specifications and enterprise requirements. 2.3. Equipment is adjusted according to manufacturer's specifications and enterprise requirements. 2.4. Basic diagnostic techniques are applied and

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ELEMENT	PERFORMANCE CRITERIA
	mechanical faults are identified and rectified according to manufacturer's specifications. 2.5. More serious or complex faults are reported for referral according to enterprise requirements.
3. Complete maintenance activities	3.1. Tools are cleaned and stored according to OHS and enterprise requirements. 3.2. Waste from maintenance activities is collected, treated and disposed or recycled according to enterprise environmental requirements. 3.3. Work areas are cleaned, returned to operating condition and maintained according to OHS and enterprise requirements. 3.4. Relevant information is documented according to industry and enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and apply safe work practices
- use tools and equipment safely
- carry out basic servicing of machinery
- carry out basic mechanical fault finding and diagnostic tests
- refer complex mechanical faults to appropriate technician
- follow procedures to dispose of waste
- recognise caution or hazard signs and symbols
- interpret tasks or information from labels, manuals or written instructions
- record information accurately or verbally report information
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• types and uses of lubricants and other commonly used servicing materials • operational principles of machinery including mechanical and auto-electrical systems • servicing characteristics of plant and equipment • types, characteristics, uses and limitations of hand power tools • functions of components of common mechanical and hydraulic systems • working principles of 2-stroke, 4-stroke, petrol and diesel engines • set-up requirements of plant and equipment, and principles of calibration • basic diagnostic processes and techniques • environmental Codes of Practice with regard to maintenance activities • OHS and environmental legislative and enterprise requirements and Codes of Practice • hazard identification and OHS procedures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • select and prepare tools and equipment • carry out lubrication and basic servicing • conduct basic diagnostic tests • report simple faults or report and tag more serious faults • collect, remove and recycle or dispose of wastes • maintain records of machinery maintenance.
Context of and specific resources for	Competency requires the application of work practices

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EVIDENCE GUIDE	
assessment	under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Operational maintenance of machinery may include:	• the basic operational maintenance of a range of agricultural, horticultural or land management machinery.
Machinery may include:	• sprayers • tractors • mechanical pruners • harvesters • turf mowers • rotary hoes • chainsaws • hedge trimmers • winches • vehicles • motorcycles.

Unit Sector(s)

Unit sector	Machinery operation and maintenance

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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AHCMOM205A Operate vehicles

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of maintaining and operating vehicles and defines the standard required to: carry out routine checks and maintenance; store loads securely; drive a range of vehicles safely and defensively; record details of vehicle use and maintenance.

Application of the Unit

Application of the unit	This unit applies to working under minimal supervision within enterprise guidelines.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare vehicle for use	1.1. Occupational Health and Safety (OHS) hazards in the work area are identified and reported to the supervisor. 1.2. Routine checks and maintenance of vehicle are conducted prior to use according to manufacturers specifications and enterprise requirements. 1.3. Faults or malfunctions are identified and reported for repair according to enterprise requirements. 1.4. Loads are secured according to safe operational specifications, OHS, legislative and enterprise requirements.
2. Drive vehicle	2.1. Suitable personal protective equipment is selected, used, maintained and stored according to OHS and enterprise requirements. 2.2. Vehicle is driven in a safe and controlled manner and monitored for performance and efficiency. 2.3. Driving hazards are identified, anticipated and controlled through the application of safe and defensive driving techniques. 2.4. Environmental implications associated with vehicle operation are recognised and positive enterprise environmental procedures applied where relevant.
3. Complete and record vehicle performance	3.1. Shut-down procedures are conducted according to manufacturer's specifications and enterprise requirements. 3.2. Malfunctions, faults, irregular performance or damage to vehicle is detailed and reported according to enterprise requirements. 3.3. Vehicle is cleaned and decontaminated (where necessary), secured and stored according to enterprise and OHS requirements.

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Vehicle operational reports are maintained to industry standards according to enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and implement safe operating procedures • steer, manoeuvre and position vehicles in a smooth and controlled manner in on and off-road conditions • demonstrate safe and environmentally responsible workplace practices • obtain relevant licenses and permits • demonstrate emergency procedures and safe driving techniques • read and comprehend operator manuals • effectively communicate faults, malfunctions and workplace hazards • interpret and apply task instructions, report and maintain operational records • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• components, controls and features of vehicles and their functions • operating principles and operating methods • load limits and the principles of weight distribution with regard to load shifting and vehicle movement • effects of adverse weather and terrain conditions on the operation of vehicles • OHS legislative requirements and Codes of Practice • Environmental Codes of Practice with regard to the operation of vehicles • Relevant State/Territory legislation and regulations with regard to licensing, road and traffic requirements.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • carry out routine checks and maintenance • store loads securely • drive a range of vehicles safely and defensively • record details of vehicle use and maintenance.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Vehicles may include:	• utilities • four wheel drive vehicles • light trucks.

Unit Sector(s)

Unit sector	Machinery operation and maintenance

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCMOM304A Operate machinery and equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of maintaining and operating machinery and equipment and defines the standard required to: carry out pre-operational checks and maintenance and report defects if necessary; secure attachments according to manufacturer's directions; operate machinery in a safe and controlled manner; follow procedures to minimise environmental impacts; implement shut-down procedures and store machinery and equipment; record maintenance and operation details.

Application of the Unit

Application of the unit	This unit applies to workers in agriculture, horticulture and land management who operate machinery and equipment for the enterprise. The unit is likely to be carried out under limited supervision with checking only related to overall progress.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare machinery and equipment for use	1.1. Machine and equipment is selected appropriate to job requirements and confirmed against a work plan. 1.2. Routine pre-operational checks of machinery and equipment are carried out to manufacturer's specifications and enterprise requirements. 1.3. Equipment is securely attached and calibrated for operation to manufacturer's specifications. 1.4. Faulty machinery and equipment is identified, safety tagged, and reported to supervisor according to enterprise requirements. 1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed and risk controls are implemented.
2. Operate machinery and equipment	2.1. Machinery and equipment is operated in a safe and controlled manner, and monitored for performance and efficiency. 2.2. Risk to self, others and the environment are recognised and minimised according to enterprise and OHS requirements. 2.3. Personal Protective Equipment (PPE) is selected, used and maintained according to procedures. 2.4. Environmental implications associated with machinery operation are identified, assessed and taken into account.

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ELEMENT	PERFORMANCE CRITERIA
3. Check and complete machinery and equipment operation	3.1. Machinery and equipment shut-down procedures are carried out to manufacturer's specifications and enterprise requirements. 3.2. Machinery and equipment operational records are maintained according to enterprise requirements. 3.3. Machinery and equipment damage, malfunctions or irregular performance are recorded and/or reported according to enterprise requirements. 3.4. Machinery and equipment is cleaned, secured and stored according to manufacturer's specifications and enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and implement safe operating procedures
- complete pre-operational checks
- recognise and report defects
- operate machinery and equipment to industry standards
- demonstrate safe and environmentally responsible workplace practices
- read and interpret manufacturer's specifications, work and maintenance plans, and Material Safety Data Sheets (MSDSs)
- interpret and apply instructions, communicate with work team and supervisor, record and report equipment faults, workplace hazards, and accidents
- measure and calculate volumes, consumption and servicing requirements
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- manufacturers specifications for servicing of machinery and equipment
- operating principles and operating methods for machinery and equipment
- principles of weight distribution with regard to load shifting and machinery movement
- procedures for cleaning, securing and storing machinery, equipment and materials
- potential risks and hazards associated with the operation of machinery and

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REQUIRED SKILLS AND KNOWLEDGE
equipment • use of hazardous substances • environmental impacts and minimisation measures associated with the operation of machinery and equipment • OHS and environmental legislation, regulations and Codes of Practice • relevant State/Territory legislation, regulations and Codes of Practice with regard to licensing, roads and traffic requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • carry out pre-operational checks and maintenance and report defects if necessary • secure attachments according to manufacturer's directions • operate machinery in a safe and controlled manner • follow procedures to minimise environmental impacts • implement shut-down procedures and store machinery and equipment • record maintenance and operation details • evidence records must include details of the machinery and equipment that the candidate was assessed on.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or

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EVIDENCE GUIDE	
	enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Machinery and equipment may include:	• hydraulic equipment • stationary engines • spraying equipment • mulching and chipping equipment • powered trailers and three point linkage equipment • excludes chainsaws, tractors, vehicles and earth moving equipment.

Unit Sector(s)

Unit sector	Machinery operation and maintenance

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCMOM305A Operate specialised machinery and equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the operation of specialised machinery and equipment and defines the standard required to: prepare and operate the machinery in accordance with manufacturer's specifications; operate the machinery in a safe, efficient and controlled manner; conduct pre and post operational checks; perform minor maintenance and fault finding; record work activities.

Application of the Unit

Application of the unit	This unit applies to workers in agriculture, horticulture and land management who operate specialised machinery and equipment for the enterprise. A high level of individual responsibility is involved, depending on the level and nature of risk involved and the project. This unit does not cover machinery and equipment described elsewhere in the AHC10 standards at the AQF 3 level.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and prepare specialised machinery and equipment for use	1.1. Specialised machinery and equipment is selected and prepared to job requirements and confirmed against work plan. 1.2. Routine pre-operational checks of specialised machinery and equipment are completed to manufacturer's specifications and enterprise requirements. 1.3. Occupational Health and Safety (OHS) hazards are identified, risks assessed and risk controls are implemented.
2. Operate specialised machinery and equipment	2.1. Machinery and equipment is operated in a safe and controlled manner and monitored for performance and efficiency. 2.2. Risks to self, others and the environment are anticipated and minimisation strategies implemented accordingly. 2.3. Personal Protective Equipment (PPE) is selected, used and maintained according to procedures. 2.4. Environmental implications associated with machinery operation are identified, assessed and reported to the supervisor.
3. Complete and report on specialised machinery and	3.1. Shut-down procedures for specialised machinery and equipment are completed to manufacturer's specifications and enterprise requirements.

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ELEMENT	PERFORMANCE CRITERIA
equipment operation	3.2. Specialised machinery and equipment operational records are completed and maintained according to enterprise requirements. 3.3. Malfunctions, faults, irregular performance and damage to specialised machinery and equipment are detailed and reported according to enterprise requirements. 3.4. Specialised machinery and equipment is cleaned, secured and stored according to OHS and enterprise requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and implement safe work procedures
- select the appropriate machinery and equipment for the work plan
- determine and check operating methods with management
- carry out pre-operational checks on machinery
- examine faults or breakdowns and specify repairs
- use machinery or equipment in a safe and controlled manner to perform specific tasks by utilising the various components, controls and features
- maintain and monitor performance and maintenance records
- use environmentally responsible practices for operation of machinery and equipment, and to dispose of used oils and machinery parts
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- manufacturer's requirements and/or workplace requirements for:

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REQUIRED SKILLS AND KNOWLEDGE
• pre-operational checks • machinery operation techniques • operator level servicing • shutdown • emergency procedures • basic diagnostic techniques • equipment characteristics, technical capabilities and limitations • components and controls features and functions • OHS and environmental legislation, Codes of Practice and enterprise requirements • licensing requirements for machinery.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • prepare and operate the machinery in accordance with manufacturer specifications • operate the machinery in a safe, efficient and controlled manner • conduct pre and post operational checks • perform minor maintenance and fault finding • record work activities • Evidence records must include a description of the machinery and equipment that the candidate was assessed on.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or

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EVIDENCE GUIDE	
	enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Machinery and equipment may include:	• feed mixers • specialised turf equipment • specialised nursery equipment • livestock feeding systems • filtering and pumping equipment • poultry performance monitoring equipment • fertilising application • grain handling equipment.

Unit Sector(s)

Unit sector	Machinery operation and maintenance

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCMOM402A Supervise maintenance of property machinery and equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers supervising maintenance of property machinery and equipment and defines the standard required to: schedule and cost the maintenance requirements of machinery; order materials, allocate resources and schedule maintenance; carry out maintenance with regard to timelines, costs and safety; deal with contingencies and reschedule maintenance where necessary; dispose of waste products according to environmental legislation and enterprise procedures.

Application of the Unit

Application of the unit	This unit applies to those whose job role includes supervising the maintenance of property, machinery and equipment.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare maintenance plan	1.1. Maintenance requirements for property, machinery and equipment are identified form relevant information sources. 1.2. Maintenance costs are identified and quantified. 1.3. Maintenance requirements are checked against warranty, insurance agreements and indemnity provisions. 1.4. Maintenance plan is develop to promote and sustain performance and production systems in line with enterprise requirements. 1.5. Effective workplace communication strategies are established with regard to maintenance plan, environmental and Occupational Health and Safety (OHS) policies, and enterprise requirements.
2. Implement maintenance plan	2.1. Resource and supply requirements are identified, secured and included in enterprise budgets and operational considerations. 2.2. Prepared maintenance schedules and procedures are effectively communicated to staff, contractors and suppliers to minimise negative impacts on production and costs. 2.3. Maintenance plan is implemented and scheduled to minimise disruption to enterprise operations. 2.4. Potential risks are assessed with regard to staff and supply problems, and contingency plans prepared accordingly.

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Tasks required are aligned to staff capability, and training is provided where required. 2.6. Machinery and equipment are operated to manufacturer's specifications, OHS and enterprise requirements.
3. Monitor maintenance plan	3.1. Maintenance activities and performance are monitored against maintenance plan for efficiency and effectiveness. 3.2. Workplace hazards and environmental implications associated with maintenance procedures are monitored and controlled in line with OHS and enterprise requirements. 3.3. Costs are monitored and controlled within enterprise budget requirements. 3.4. Relevant information with regard to the maintenance plan is documented in accordance with enterprise requirements. 3.5. Property, machinery and equipment are maintained in clean and safe operational conditions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and oversee safe work practices • plan, cost and schedule maintenance requirements • establish and monitor performance targets for maintenance team • monitor and access performance of maintenance activities • observe the emergence and supervise the removal of workplace hazards and risks • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex

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REQUIRED SKILLS AND KNOWLEDGE
workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• types of maintenance requirements with regard to property, machinery and equipment • maintenance and servicing cycles for property, machinery and equipment • relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace OHS and environmental protection requirements, and the use and control of hazardous substances • hazards and risks and respective control measures • training and instruction techniques for directing the learning of staff.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • schedule and cost the maintenance requirements of machinery • order materials, allocate resources and schedule maintenance • carry out maintenance with regard to timelines, costs and safety • deal with contingencies and reschedule maintenance where necessary • dispose of waste products according to environmental legislation and enterprise procedures.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Supervision may include:	• the range of maintenance programs performed in agriculture horticulture industry enterprises.

Unit Sector(s)

Unit sector	Machinery operation and maintenance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCMOM501A Manage machinery and equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers managing machinery and equipment and defines the standard required to: develop machinery and equipment operation and maintenance procedures in compliance with environmental Codes of Practice and Occupational Health and Safety (OHS) and hazardous substances legislation; schedule, supervise and record the service and maintenance of machinery and equipment; monitor machinery and equipment operations and maintenance and review risk assessments periodically to ensure a safe operating environment; assess staff capability in machinery maintenance and operation and provide training and mentoring; calculate the total running cost of machines.

Application of the Unit

Application of the unit	This unit applies to those whose job role it is to manage machinery and equipment in agriculture, horticulture and land management to ensure that machinery and equipment for the enterprise is managed in a way that allows the core business of the enterprise to operate efficiently.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Evaluate machinery and equipment	1.1. Operations of available machinery and equipment are reviewed and matched to production processes and OHS requirements. 1.2. Operation and servicing costs of machinery and equipment are calculated to justify total purchasing price. 1.3. Productivity returns from machinery and equipment are estimated to identify benefit to production processes. 1.4. Machinery and equipment replacement cycles are monitored to identify improvement options and maximise life cycles of components. 1.5. Machinery and equipment is accessed through appropriate procurement options.
2. Coordinate maintenance	2.1. Maintenance and service cycles are identified and scheduled to ensure servicing is according to manufacturer's specifications and production processes. 2.2. Storing and housing of machinery and equipment is

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ELEMENT	PERFORMANCE CRITERIA
	costed and organised. 2.3. Maintenance is documented and recorded to ensure operational and service history. 2.4. OHS hazards in the workplace are identified, risk assessed, and risk controls are recorded and reviewed according to enterprise requirements. 2.5. Suitable personal protective equipment is provided, used, maintained and stored according to OHS requirements. 2.6. Repair and maintenance routines are developed and monitored according to manufacturer's specifications and OHS requirements.
3. Monitor operation	3.1. Consumables and operational support materials are made available, maintained and disposed of according to enterprise requirements. 3.2. Environmental implications and workplace safety practices are monitored according to enterprise requirements. 3.3. Operational procedures are clear, documented and followed according to manufacturer's specifications. 3.4. Operators are provided with competent instruction and appropriate supervision according to OHS requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and implement safe systems of work • monitor machinery and equipment operations • evaluate machinery and equipment • identify skill needs of staff • identifying, assessing and controlling hazards • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports

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REQUIRED SKILLS AND KNOWLEDGE
• use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• servicing and maintaining machinery and equipment within area of responsibility • methods of calculating the cost of machines and their contribution • training and instruction techniques for directing the learning of staff • relevant OHS and environmental issues, legislative requirements and Codes of Practice • OHS hazard identification, risk assessment and developing risk controls • environmental legislation and Codes of Practice with regard to maintenance of machinery and equipment, disposal of wastes and hazardous substances • legislative and enterprise requirements for OHS.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • develop machinery and equipment operation and maintenance procedures in compliance with environmental Codes of Practice and OHS and hazardous substances legislation • schedule, supervise and record the service and maintenance of machinery and equipment

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EVIDENCE GUIDE	
	• monitor machinery and equipment operations and maintenance and review risk assessments periodically to ensure a safe operating environment • assess staff capability in machinery maintenance and operation and provide training and mentoring • calculate the total running cost of machines.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Machinery covered by this standard may include:	• hydraulic equipment • agricultural and horticultural machinery and equipment • engines • irrigation equipment • earth moving equipment • spraying equipment • solar and wind powered equipment • lifting/elevated equipment • all vehicles/motorcycles • all types of park and turf maintenance machinery and equipment.

Unit Sector(s)

Unit sector	Machinery operation and maintenance

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCMOM502A Implement a machinery management system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the implementation of a machinery management system and defines the standard required to: identify machinery and equipment requirements for the property; source machinery services provided by eternal suppliers where required; manage machinery and equipment maintenance; manage machinery and equipment operation.

Application of the Unit

Application of the unit	This unit applies to those whose job role includes establishing a system for the management of machinery.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify machinery and equipment requirements for the property	1.1. Machinery and equipment requirements are identified for the enterprises being conducted. 1.2. Alternative options to machinery ownership are evaluated for applicability. 1.3. Storage and housing requirements for machinery and equipment are identified and addressed. 1.4. Machinery innovations are monitored and assessed for applicability. 1.5. Inventory of machinery and equipment is maintained as required by the enterprise.
2. Select and manage the range of machinery services provided by off-farm suppliers	2.1. Services to be provided by off-property suppliers are identified. 2.2. Criteria to select and monitor the provision of services are developed. 2.3. Agreements and transactions are appropriately recorded and monitored.
3. Manage machinery maintenance	3.1. Maintenance requirements of machinery and equipment are determined from manufacturer's instructions, and maintenance schedules are established. 3.2. Systems for recording machinery use and maintenance are established. 3.3. Machinery maintenance is monitored to ensure adherence to schedules and manufacturers instructions.
4. Manage machinery and equipment	4.1. Machinery and equipment use is monitored and recorded according to enterprise requirements.

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ELEMENT	PERFORMANCE CRITERIA
operation	4.2. Machinery operation is monitored to ensure compliance with manufacturers instructions. 4.3. Procedures for the safe operation of machinery are determined and adherence to safe procedures is monitored and ensured. 4.4. Staff are trained in the safe operation of machinery and the required procedures for the maintenance of machinery.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and manage safe systems of work
- identify machinery and equipment requirements for the property or enterprise
- select and manage the range of machinery services provided by off-farm suppliers
- manage machinery maintenance
- manage machinery and equipment operation
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- cultural operations and their associated machinery requirements
- costs associated with the use of machinery
- maintenance requirements of machinery and equipment
- storage and housing requirements of machinery
- negotiation and the development of agreements
- safe operating procedures for machinery

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REQUIRED SKILLS AND KNOWLEDGE
• systems for monitoring machinery maintenance and operation • licensing requirements for the operation of machinery • Occupational Health and Safety (OHS) and environmental legislation, codes of practice and enterprise requirements • staff training.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify machinery and equipment requirements for the property • source machinery services provided by eternal suppliers where required • manage machinery and equipment maintenance • manage machinery and equipment operation.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Machinery and equipment will include:	• all vehicles and attachments • stationary and mobile plant used by the enterprise.

Unit Sector(s)

Unit sector	Machinery operation and maintenance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCMOM601A Analyse machinery options

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the analysis of machinery options within an agricultural, horticultural or land management enterprise and defines the standard required to: calculate the total running cost of machinery; review the machinery needs of the enterprise and evaluate costed alternative options; budget the calculated rate of return on investments using benchmarks of energy efficiency; compare the productivity and suitability of different types and brands of machinery; analyse the financial costs, tax impact and investment risk for different types of machinery; document the analysis and define the preferred option; and review the investment plan and analysis of options.

Application of the Unit

Application of the unit	This unit applies to the analysis of machinery options within an agricultural, horticultural or land management enterprise and requires expertise of benchmarking practices and procedures, energy efficiency, capital budgeting techniques, relevant taxation provisions relating to investment, risks associated with investments and analysis and planning processes.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Calculate costs associated with machinery and use to assist decision making	1.1. Overhead, operating and intangible costs related to machinery are calculated. 1.2. Relevant benchmark data that relates machinery costs to enterprise productivity is sourced and compared to own enterprise data. 1.3. Comparison of productivity and suitability of different types and brands of machinery is made.
2. Review machinery requirements	2.1. Machinery inventory is reviewed in the context of the goals of the business, and current and future productivity and profitability levels. 2.2. Alternatives to ownership are identified, costed and evaluated. 2.3. Tax impact of the capital investment is identified through appropriate professional support and incorporated into the analysis. 2.4. Risks associated with high capital investment in machinery are assessed and controlled in making machinery decisions.

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ELEMENT	PERFORMANCE CRITERIA
3. Analyse returns from major capital investments in machinery	3.1. Capital budgeting techniques including energy efficiency are used to calculate the rate of return on major investment decisions. 3.2. Plan and analysis of machinery options are reviewed and refinements are recorded.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- calculate costs associated with machinery
- review machinery inventory and requirement
- evaluate and cost options
- assess investment risk
- budget and incorporate benchmarks
- calculate returns from major capital investments in machinery
- document a comprehensive report
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- benchmarking practices and procedures, including energy efficiency, carbon footprint and water use efficiency
- capital budgeting techniques
- relevant taxation provisions relating to investment
- risks associated with investments
- analysis and planning processes.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • calculate the total running cost of machinery • review the machinery needs of the enterprise and evaluate costed alternative options • budget the calculated rate of return on investments using benchmarks of energy efficiency • compare the productivity and suitability of different types and brands of machinery • analyse the financial costs, tax impact and investment risk for different types of machinery • document the analysis and define the preferred option • review the investment plan and analysis of options.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
The factors may include:	• the range of farming systems • financing arrangements • machinery types

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RANGE STATEMENT	
	• budgeting variables, including energy efficiency • machinery ownership options.

Unit Sector(s)

Unit sector	Machinery operations and maintenance

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCNAR202A Maintain wildlife habitat refuges

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of maintaining wildlife habitats and refuges to protect desirable animal species from predators and defines the standard required to: confirm the features required for a wildlife habitat refuge; identify native species that are present in the wildlife refuge; provide harbours and modify habitat where necessary to provide refuge for native species; assess the risk of vertebrate pest predators within the refuge; implement strategies to control vertebrate pests in a wildlife habitat.

Application of the Unit

Application of the unit	This unit applies to supervised workers in land management projects who operate with intermittent checking within enterprise guidelines.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the scope of the refuge maintenance job	1.1. Desirable wildlife species to be protected are identified and their behaviour pattern determined. 1.2. Characteristics of wildlife habitat refuges are identified. 1.3. Locations of wildlife habitat refuges are determined. 1.4. Time required to complete the wildlife habitat refuge maintenance job is estimated. 1.5. Hazards associated with the wildlife habitat refuge maintenance job are identified in accordance with Occupational Health and Safety (OHS) standards. 1.6. Environmental risks associated with the wildlife habitat refuge maintenance job are identified in accordance with statutory and local authority requirements. 1.7. Vehicles, equipment and materials required to complete the wildlife habitat refuge maintenance job are identified.
2. Prepare for the refuge maintenance job	2.1. Location and boundaries for the wildlife habitat refuge maintenance job are determined in accordance with the vertebrate pest management strategy and monitoring program. 2.2. Precautions to minimise hazards associated with the wildlife habitat refuge maintenance job are taken in accordance with OHS standards. 2.3. Precautions to minimise environmental risks associated with the wildlife habitat refuge

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ELEMENT	PERFORMANCE CRITERIA
	maintenance job are taken in accordance with statutory and local authority requirements. 2.4. Vehicles, equipment and materials are checked for serviceability in accordance with manufacturer's specifications and relevant policies.
3. Maintain wildlife habitat refuges for protection of desirable species from predators	3.1. Vehicles and equipment are operated and/or driven in accordance with manufacturer's instructions, statutory requirements and industry practice. 3.2. Wildlife habitat refuges which protect desirable animal species are maintained in accordance with industry practice and environmental statutory requirements. 3.3. Desirable animal species are protected as required in accordance with environmental statutory requirements. 3.4. Debris is disposed of in accordance with industry practice.
4. Clean and store equipment and material	4.1. Equipment and materials are cleaned and stored in accordance with relevant standards and policies. 4.2. Job completion is reported or recorded in accordance with relevant policies and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• prepare for the refuge maintenance job • identify wildlife species and their requirements • maintain wildlife habitat refuges for protection of desirable animal species from predators • identify hazards and follow safety procedures • use and maintenance of tools and equipment • record and report task completion and, where necessary, observations of property status • clean and store equipment and materials • use literacy skills to follow sequenced written instructions and record information

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REQUIRED SKILLS AND KNOWLEDGE
accurately and legibly • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• vertebrate pest life cycles and behaviours • harbours used by vertebrate pests • wildlife habitats used by desirable animal species • wildlife habitat modification techniques • predator behaviour and control techniques • common law principles relating to property, stock, duty of care and due diligence • risks to land users' posed by vertebrate pests including exotic diseases and zoonoses • OHS, environment and threatened species legislative and enterprise requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • confirm the features required for a wildlife habitat refuge • identify native species that are present in the wildlife refuge • provide harbors and modify habitat where necessary to provide refuge for native species • assess the risk of vertebrate pest predators within the

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EVIDENCE GUIDE	
	refuge • implement strategies to control vertebrate pests in a wildlife habitat.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Wildlife refuges may include:	• a range of types of wildlife refuges to suit the native species being conserved.

Unit Sector(s)

Unit sector	Natural area restoration

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCNAR301A Maintain natural areas

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of maintaining natural areas and defines the standard required to: prepare to carry out maintenance activities; consult with stakeholders, including traditional owners; carry out agreed maintenance works; make good the site and remove surplus materials and waste; report on completion of activities.

Application of the Unit

Application of the unit	This unit applies to workers on land management projects who carry out the maintenance of natural areas.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan maintenance works	1.1. Movement through place is planned to minimise disturbance and degradation. 1.2. Legislative requirements, Codes of Practice and the relevant management strategy and plan are identified. 1.3. Equipment, machinery and materials for maintenance works are determined and obtained. 1.4. Where required, stakeholders are consulted about pending maintenance works.
2. Undertake maintenance	2.1. Activity maintenance works conform to relevant risk control measures and practices, and are in accordance with enterprise guidelines. 2.2. Interim protective measures are taken to avoid degradation and disturbance during maintenance works. 2.3. Activities of personnel and visitors are monitored to reduce risks to the significance of the place.
3. Report completion of activities	3.1. Site is made good on completion of works. 3.2. Equipment and machinery is cleaned and stored according to enterprise guidelines. 3.3. Excess materials are removed from site and stored or disposed of according to enterprise guidelines. 3.4. Completed maintenance works are reported to supervisors to enterprise and legislative requirements and best practice guidelines and Codes of Practice.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- plan maintenance works to achieve minimal deleterious impacts
- undertake maintenance with minimal deleterious impacts
- make good sites after restoration works
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- ecology in land based, coastal zones and/or marine parks
- marine, shore and land based species
- natural and human threats to places of natural significance
- pollution sources and damage potential
- basic protection/rehabilitation methods
- legislation under which enterprise operates
- enterprise procedures for reporting maintenance works
- selection and application of protective structures, devices and signs
- applicable State/Territory and Commonwealth legislation covering parks, conservation, environmental protection and heritage.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • prepare to carry out maintenance activities • consult with stakeholders, including traditional owners • carry out agreed maintenance works • make good the site and remove surplus materials and waste • report on completion of activities.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Natural areas may include:	• water catchments • river systems • urban areas • coastal and marine environments.
Factors may include:	• species diversity • ecosystem diversity and community diversity • rarity of species and uniqueness of related ecosystems • geological diversity including land forms • degree to which geological features and land forms are significant • potential natural integrity • impact of any degradation and/or disturbance • potential interrelationship with cultural values

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RANGE STATEMENT	
	including Indigenous and other values • organisation policy and practice • aesthetic dimensions • interface/integration with productive lands • presence of minerals.

Unit Sector(s)

Unit sector	Natural area restoration

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCNAR302A Collect and preserve biological samples

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of collecting and preserving biological samples as part of a monitoring program and defines required to: establish the equipment and facilities to take biological samples; carry out biological sampling; preserve and record samples and forward for testing if required; record sampling data and observations; report outcomes of collection.

Application of the Unit

Application of the unit	This unit applies to the process of collecting and preserving biological samples and is likely to be under limited supervision from others with checking only related to overall progress. It requires knowledge of industry biological sampling and preserving guidelines and protocols, flora and fauna, environmental legislation, and sampling and preserving methods.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan for collection	1.1. Sampling schedule is read/heard and confirmed with manager. 1.2. Sampling site location is confirmed and approval obtained for site access following enterprise and legislative guidelines. 1.3. Samples to be collected and preserved are identified by supervisory staff. 1.4. Equipment requirements for biological sampling and preserving are determined and arranged. 1.5. Range of likely operating conditions, hazards and difficult/sensitive environments are assessed for impact on sampling and testing.
2. Prepare equipment and resources	2.1. Equipment required for sampling and preserving is sourced according to sampling procedures. 2.2. Equipment is checked for availability and serviceability in accordance with enterprise procedures. 2.3. Data or record sheets/books are collected for use. 2.4. Equipment, data sheets and personnel are moved to sampling sites without injury or damage and readied for use.
3. Carry out biological sampling and preserving	3.1. Samples are collected in accordance with sampling plan and enterprise procedures and industry protocols/guidelines.

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ELEMENT	PERFORMANCE CRITERIA
procedures	3.2. Samples are preserved and recorded in accordance with sampling standards and guidelines. 3.3. Samples for external analysis are prepared, packaged and sent to laboratory in accordance with sampling schedule and laboratory standards. 3.4. Specific and general observations including information on relevant ambient and antecedent environmental conditions are made in accordance with monitoring schedule. 3.5. Equipment operation and work practices conform to occupational health and safety requirements. 3.6. Collection outcomes including presentation of samples are reported and delivered in accordance to enterprise guidelines.
4. Complete collection of biological sampling activities	4.1. Equipment and clothing is cleaned, sanitised, repaired and stored in accordance with enterprise procedures. 4.2. Damaged or malfunctioning equipment is repaired on site sampling results and observations are accurately recorded on data sheets and forwarded in accordance with enterprise procedures. 4.3. Changes in field conditions and equipment are conveyed to supervisor according to enterprise procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• plan for collection • prepare equipment and resources • carry out biological sampling and preserving procedures • complete collection of biological sampling activities • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as

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REQUIRED SKILLS AND KNOWLEDGE
specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• hydrological cycle • field procedures for biological sampling and preservation • collecting equipment and methods • preservation equipment and processes • basic habitat assessment • water quality issues. • fauna and flora recognition relevant to sampling activities • relevant environmental legislation.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • establish the sampling purpose and requirements • prepare equipment and facilities to take biological samples • carry out biological sampling • preserve and record samples and forward for testing if required • record sampling data and observations • report outcomes of collection.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Types of samples may include:	• collecting and preserving biological samples of macro invertebrates, aquatic vegetation, intertidal organisms, soil and water • equipment used to collect and preserve biological specimens.

Unit Sector(s)

Unit sector	Natural area restoration

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCNAR303A Implement revegetation works

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of implementing revegetation works and defines the standard required to: prepare the site for revegetation works; conduct a site hazard identification and risk control assessment; recognise and treat plant diseases on a revegetation site; treat weeds and competing plants; carry out revegetation works; and clean and maintain the revegetated site.

Application of the Unit

Application of the unit	This unit applies to workers re-establishing vegetation in natural restoration areas.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare equipment and materials	1.1. Tools and materials are selected for the task to be undertaken according to manufacturer guidelines and Occupational Health and Safety (OHS) regulations. 1.2. Plant materials are identified, obtained and stored according to enterprise guidelines. 1.3. Labour and machinery requirements are estimated and organised. 1.4. Schedule of works is prepared and provided to management/client.
2. Prepare the revegetation site	2.1. Site hazards are identified, risks assessed and suitable risk controls implemented. 2.2. Site preparation is undertaken according to planting plan and/or supervisor's instructions. 2.3. Soil ameliorants are used, if necessary, according to plan specifications. 2.4. Revegetation site is marked out according to supervisor's directions and/or plans. 2.5. All competing plants, debris and pollutants are treated according to the plan specifications and risk controls implemented. 2.6. Treatments are selected according to the risk controls selected and applied according to documented guidelines and manufacturer instructions. 2.7. Protective structures are installed where indicated by the risk controls implemented.
3. Effect revegetation works	3.1. Revegetation works are implemented according to enterprise guidelines.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. All plants materials are inspected prior to revegetation works and defective materials are discarded. 3.3. Plant materials to be installed are treated according to documented guidelines. 3.4. Plant materials are installed according to planting program. 3.5. Remedial action is undertaken to ensure all of the revegetation program requirements have been implemented. 3.6. Potential threats to revegetation works are identified and reported.
4. Maintain revegetated site	4.1. Site is maintained according to the planting program requirements. 4.2. Remedial action and plant protection is undertaken according to the needs of the species. 4.3. Tools and equipment are cleaned, maintained and stored consistent with manufacturer specifications.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• prepare equipment and materials • prepare a planting site • effect revegetation works • maintain revegetated site • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record information collected accurately and legibly, and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• revegetation techniques • ecosystems, provenance and habitat requirements • factors affecting the timing and method of planting • identification of pests and diseases of trees • principles and methods relating to the prevention and control of pests and diseases • safety requirements when handling and using hazardous goods • nutrient requirements of a range of plant species and cultivars • physiology of plant growth • techniques for protecting and securing/anchoring trees and shrubs • plant selection and culture • soils and nutrients • calculations for materials.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • prepare the site for revegetation works • conduct a site hazard identification and risk control assessment • recognise and treat plant diseases on a revegetation site • treat weeds and competing plants • carry out revegetation works • clean and maintain the revegetated site.
Context of and specific resources for	Competency requires the application of work practices

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EVIDENCE GUIDE	
assessment	under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	

The types of establishment methods may include:	• a range of establishment methods covering:
	  • hand planting
	  • mechanical planting
	  • direct seeding
	  • encouragement of natural regeneration
	  • mechanical sowing
	  • fire.

Earthworks may include:	• irrigation • drainage • ripping • cultivating • clearing debris.

Unit Sector(s)

Unit sector	Natural area restoration

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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AHCNAR401A Supervise natural area restoration works

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers supervising natural area restoration works and defines the standard required to: scope the natural area restoration works required and compare to specifications of work on the contract; develop a work program and source labour and equipment to undertake the work; maintain the supply of materials and access to equipment to allow restoration work to proceed; monitor the work program and make adjustments to task schedule where required; inspect work to ensure specifications are met and environmental impact is minimised; arrange for inspection of completed works and complete project report.

Application of the Unit

Application of the unit	This unit applies to supervisors of revegetation programs.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify scope of natural area restoration works	1.1. Nature of restoration works and extent of responsibilities are identified and checked against relevant contract documentation. 1.2. Personnel and other resources (in-house or by contractor) required to undertake restoration works are identified according to the scope of the project and relevant documentation provided. 1.3. A work program is developed according to the needs of management and/or the client to ensure that project outcomes are reached within designated time lines. 1.4. Potential environmental impacts of the proposed restoration works is determined and advised to manager/client. 1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed and risk controls are implemented, monitored and reviewed.
2. Coordinate the supply of materials/equipment	2.1. Material quantities and equipment requirements are calculated and coordinated to ensure an on-going work program is maintained according to the scope of the project. 2.2. Materials are ordered, checked for specified quantity and quality then stockpiled according to enterprise guidelines. 2.3. Specific delivery requirements are conveyed and confirmed with suppliers to ensure materials are delivered to suit the work program. 2.4. Rejected materials or products are sent back to the

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ELEMENT	PERFORMANCE CRITERIA
	supplier for replacement according to enterprise guidelines.
3. Monitor restoration works	3.1. The work program is monitored and adjusted, if necessary, to ensure that project outcomes are reached within designated time lines or to accommodate any client changes or directions. 3.2. Work is monitored and adjusted, if necessary, to ensure project outcomes are achieved. 3.3. Project contract direction is periodically given to the contractor for action in written instructions. 3.4. Issues likely to cause delays, or alter the scope of the works, are identified, recorded and reported to management and/or the client according to enterprise guidelines. 3.5. Alterations to the scope of the work are costed using agreed unit rates by the contractor and variations are forwarded in writing for approval by the client. 3.6. Periodic inspection of work are undertaken to ensure project outcomes are achieved and to make progress payments. 3.7. The work site is monitored to ensure it remains in a clean, tidy and safe condition throughout and on completion of restoration works.
4. Prepare site for completion	4.1. Site is inspected prior to practical completion to ensure all works have been undertaken according to contract documents and the relevant documentation. 4.2. Any works not complying are noted and rectified according to the contract specification as outstanding items. 4.3. A completed restoration works report is produced, recorded and communicated to management and/or the client according to enterprise guidelines. 4.4. Following completion of outstanding items a Practical Completion Certificate is forwarded to the contractor.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and ensure safe systems of work are in place
- inspect and assess site for restoration needs and potential
- identify native plants and establish their role in the ecosystem
- assess the risk of weeds and pests and plan integrated control methods
- identify native fauna and their requirements and ecosystem role
- identify vertebrate pests and options for control
- minimise environmental disturbance
- inspect and assess personnel for work quality
- monitor the quality of work to achieve specified outcomes
- monitor timelines and resource requirements to ensure project outcomes are met
- coordinate a team to achieve optimum performance
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- strategies and techniques to avoid negative environmental impacts
- work programming
- responsibilities and requirements of contracts and other relevant documentation
- common and scientific names of native plants
- common names of weeds, native and pest animals
- importance and value of local provenance species
- natural area restoration techniques
- ability to assess restoration potential of sites
- basic plant and animal ecology
- knowledge of different ecosystems
- map and plan reading
- team supervision

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REQUIRED SKILLS AND KNOWLEDGE
• strategies for monitoring work quality and progress • OHS and environmental legislation, codes of practice and enterprise procedures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • scope the natural area restoration works required and compare to specifications of work on the contract • develop a work program and source labour and equipment to undertake the work • maintain the supply of materials and access to equipment to allow restoration work to proceed • monitor the work program and make adjustments to task schedule where required • inspect work to ensure specifications are met and environmental impact is minimised • arrange for inspection of completed works and complete project report.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Revegetation programs include:	• assisted natural regeneration • planting and direct seeding • weed and animal control • conservation earthworks • construction of pathways and visitor facilities • erosion control.

Unit Sector(s)

Unit sector	Natural area restoration

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCNAR402A Plan the implementation of revegetation works

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers planning the implementation of revegetation works and defines the standard required to: establish the purpose and client preferences for the site to be revegetated; carry out a site visit and confirm any planning requirements; develop a plan for the site, detailing the resources required and the program of works; develop timelines for the establishment and maintenance phases of the project; document the staged implementation plan.

Application of the Unit

Application of the unit	This unit applies to supervisors of revegetation programs who plan the implementation of revegetation works.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Carry out preliminary planning activities for revegetation works	1.1. Client preferences and contract requirements including the scope of the work for the revegetation project are confirmed and verified. 1.2. Specific statutory obligations and site responsibilities that may affect the implementation of works are identified. 1.3. An initial site visit is conducted to verify the biophysical and other factors of the project area including environmental considerations and historical modifications. 1.4. Occupational Health and Safety (OHS) obligations associated with the revegetation works are identified, OHS hazards are assessed and controls developed, costed and documented in the implementation plan according to enterprise guidelines. 1.5. The availability, quantity and costs of plants and other materials listed in the project schedules are verified.
2. Prepare a staged plan of work	2.1. Resources, tools and equipment required for revegetation procedures and ongoing maintenance of the site are identified, costed and availability confirmed with suppliers, contractors and appropriate personnel. 2.2. Site access and establishment issues are investigated to consider and plan for the environmental impacts of site work practices, avoid safety hazards to workers or the public, and minimise disruption to site works during the construction period.

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ELEMENT	PERFORMANCE CRITERIA
	2.3. A program of works is prepared to provide a sequential allocation of resources and work tasks to meet the project contract timelines. 2.4. Timelines are developed for site establishment, the establishment period and maintenance of works. 2.5. Seasonal factors and impacts are incorporated in the staging strategy to allow for planting supply and care, wet day access, machinery use, fire hazards and establishment period. 2.6. Where required, special project works related to habitat resource development and enhancement are included in the staged implementation plan. 2.7. Document the staged implementation plan.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• assess a site for opportunities and constraints associated with implementation of revegetation works • prepare schedules for implementation of revegetation works • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• awareness of the role of revegetation works in the restoration of the environment • practical understanding of the environmental issues associated with undertaking revegetation works, and the need to comply with legislation and ensure that the

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REQUIRED SKILLS AND KNOWLEDGE
impact on the environment is minimal • principles of ecology including specific native plant and animal relationships and habitat requirements • identification, propagation and establishment techniques of specific native plant species • site evaluation techniques including methods of analysing soils, waterways and their condition • practical understanding of the advantages and disadvantages of a range of revegetation procedures • chemical, cultural and biological weed and feral animal control techniques • soil conservation and enhancement techniques and their advantages and disadvantages in reference to specific sites and habitats • soil erosion control and stormwater management techniques • maintenance requirements and practices for native plants prior to and after initial establishment • growth habits and cultural requirements of specific native plants under a range of soil and environmental conditions • OHS hazards associated with undertaking revegetation works and the controls necessary to remove or minimise risks associated with them • contract documents including specifications, plans of landscape works, services, supplies and surveyors documents.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • establish the purpose and client preferences for the site to be revegetated • carry out a site visit and confirm any planning

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EVIDENCE GUIDE	
	requirements • develop a plan for the site, detailing the resources required and the program of works • develop timelines for the establishment and maintenance phases of the project • document the staged implementation plan.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Revegetation works may include:	• works for disturbed, degraded or remnant natural sites.

Unit Sector(s)

Unit sector	Natural area restoration

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCPCM502A Collect and classify plants

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of collecting and identifying plants using taxonomic keys and the preserving of plant specimens and defines the standard required to: collect plant specimens; note the location, characteristics and occurrence of specimens at the point of collection; clean, preserve, mount and label plant specimens; use a plant key to identify plants against the botanical description of the species; label preserved specimens.

Application of the Unit

Application of the unit	This unit applies to the collection, classification and preservation of plants as a herbarium collection and requires the ability to work independently to prepare for plant collecting, collect plant specimens, preserve specimens and identify plant specimens.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for plant collecting	1.1. Purpose and objectives for collecting range of plants is confirmed. 1.2. Area, location and/or habitat for collecting are defined. 1.3. Resources to assist in plant location and identification are determined and prepared. 1.4. Equipment required for collecting and preserving specimens is determined and prepared. 1.5. Licences and/or permission to collect specimens are sought from landowner or managing agency. 1.6. Range of likely operating conditions, hazards and difficult/sensitive environments are assessed for impact on collecting and preserving specimens. 1.7. Occupational Health and Safety (OHS) hazards associated with plant collecting are identified.
2. Collect plant specimens	2.1. Collecting ethics are observed when selecting specimens for picking. 2.2. Relevant information about the specimen, its characteristics and occurrence is entered into a field note book and location coordinates are noted. 2.3. Specimen collected provides adequate material for identification and preserving. 2.4. Specimens are correctly tagged and stored for later identification. 2.5. Appropriate OHS legislative requirements and work

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ELEMENT	PERFORMANCE CRITERIA
	practices are followed.
3. Preserve specimens	3.1. Preservation of specimen is undertaken while still fresh. 3.2. Specimen is cleaned and prepared for preserving according to enterprise guidelines. 3.3. Preserving of specimen carried out using either pressing or drying techniques. 3.4. Dried specimen is mounted and labelled with accurate information from notebook.
4. Identify plant specimen	4.1. Resources are identified and accessed to assist in identification. 4.2. The basic characteristics of a plant are identified and documented. 4.3. Relevant plant key is used to identify plant. 4.4. Plant identity is confirmed against botanical description of species. 4.5. Plant identity is documented on label according to enterprise guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• prepare for plant collecting • collect plant specimens • preserve specimens • identify plant specimens • follow safe work practices • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of

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REQUIRED SKILLS AND KNOWLEDGE
cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• herbarium collection techniques and ethics • plant anatomy, physiology, morphology, taxonomy and nomenclature • physical and biological habitat types (including vegetation associations and communities where appropriate) • OHS legislative requirements and Codes of Practice • hazard identification and risk assessment and control.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • collect plant specimens • note the location, characteristics and occurrence of specimens at the point of collection • clean, preserve, mount and label plant specimens • use a plant key to identify plants against the botanical description of the species • label preserved specimens.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Information to be recorded for each specimen may include:	• information that identifies the particular specimen • information that describes the plant • information that outlines the location of the plant specimen • information that describes the ecological characteristics of the area.

Unit Sector(s)

Unit sector	Plants

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPGD206A Conduct visual inspection of park facilities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of routine visual inspection of park and recreational facilities to identify visible hazards and existing and/or potential risks and defines the standard required to: access site plans and checklists on multiple locations; inspect site facilities for risks to health and safety; evaluate condition of facilities of amenity spaces; identify and rate environmental risks and impacts from site facilities; record inspection details.

Application of the Unit

Application of the unit	This unit applies to a range of situations and environments including amenity and natural resource areas.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for visual inspection	1.1. Site plans and inspection checklists are interpreted and clarified with the supervisor. 1.2. Specific terminology used in checklists is clarified. 1.3. Park site to be inspected is identified and located on the site plan. 1.4. Park facilities, equipment and services are identified on site from checklist descriptions and site plan.
2. Undertake visual inspection	2.1. Park facilities, equipment and services are inspected and compared against enterprise presentation standards and Occupational Health and Safety (OHS) requirements. 2.2. Health and safety hazards and adverse environmental impacts are identified and recorded on the appropriate form. 2.3. Situations requiring urgent action are reported immediately to supervisor.
3. Submit report	3.1. Inspection activity, reports and checklists are concise and accurate, and comply with enterprise standards. 3.2. Checklist and/or report are forwarded to supervisor promptly, according to enterprise working procedures.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- participate in teams and contribute to team maintenance and presentation objectives
- interpret instructions, communicate with team members and supervisor, and use the written materials necessary to effectively complete the inspection task
- measure distance and calculate area
- determine the extent of problems
- rate the condition of facilities
- evaluate serious issues that may be present
- report urgent situations
- identify environmental risks and impacts from site facilities
- rate the hazards and associated environmental implications of malfunctioning facilities, equipment and services
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

Required knowledge

- purpose of park facilities inspections, in providing information for effective maintenance and repair work particularly in relation to end use of the facilities and equipment, and the safety of users
- the practical application of site plans, checklist descriptions and presentation standards to locate and effectively assess facilities and equipment against the required parameters
- the effect of adverse outdoor climatic conditions (e.g., rain, hail, wind, or very high ultraviolet radiation), on park facilities inspection activities
- potential public nature of park inspection activities
- hazards investigation and risk assessment
- occupational health and safety issues, legislative requirements and Codes of Practice
- recognition of the range of park facilities, equipment and services relevant to the enterprise (including recommended use, safety parameters, maintenance schedules and manufacturers specifications)
- terminology used to describe different components of the range of facilities,

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REQUIRED SKILLS AND KNOWLEDGE
equipment and services relevant to the enterprise • the hazards that are likely to be encountered by visitors using the park facilities and equipment • reporting requirements, procedures and materials for use in park inspection • cleaning, servicing and hygiene requirements of public conveniences • the relevant Australian Standards.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • access site plans and checklists on multiple locations • inspect site facilities for risks to health and safety • evaluate condition of facilities of amenity spaces • identify and rate environmental risks and impacts from site facilities • record inspection details.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Parks may include:	• a range of parks catering to public recreational activities.
Facilities may include:	• playgrounds • playground soft fall • pathways • play equipment • parks and street furniture and structures • fences • barbeques • steps and stairs • bollards • tree and grass protection devices • bins • signs • toilets • shelter buildings and structures • paved, turf and/or grassed recreational areas.

Unit Sector(s)

Unit sector	Parks and gardens

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCPMG201A Treat weeds

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of treating weeds and defines the standard required to: identify significant weed species for the enterprise; apply a range of weed treatment control options; recognise and control risks to environment (including spray drift and chemical spillage); clean and store equipment correctly; monitor treatment site; record weed treatment.

Application of the Unit

Application of the unit	This unit applies to supervised workers in agriculture, horticulture and land management who carry out the process of treating weeds and is carried out following specific work instructions.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to treat weeds	1.1. Weeds which impact on commercial crops, gardens and turf, and natural areas are recognised by common name. 1.2. Details of the weed occurrence are recorded and reported to the supervisor. 1.3. Treatment methods are selected in consultation with the supervisor. 1.4. Equipment is selected and prepared for use according to enterprise guidelines and manufacturers specifications. 1.5. Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor.
2. Treat weeds	2.1. Personal Protective Equipment (PPE) is used and maintained according to procedures. 2.2. Treatments are prepared according to supervisor's instructions and manufacturer's guidelines. 2.3. Treatments are applied in such a way that non-target damage is minimised. 2.4. Treatments are applied according to OHS and environmental regulatory requirements.
3. Carry out post treatment operation	3.1. Equipment is shut down and cleaned with full consideration of environmental impacts and OHS requirements. 3.2. Treatment waste is disposed of causing minimal environmental damage.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and implement safe work practices
- read and interpret chemical labels, Material Safety Data Sheets (MSDSs), manufacturer's specifications for setting up equipment
- use and maintain PPE
- prepare to treat weeds
- apply weed treatments
- carry out post treatment operations
- maintain spray records
- recognise caution or hazard signs and symbols
- interpret tasks or information from labels, manuals or written instructions
- record information accurately or verbally report information
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

Required knowledge

- recognition of common weeds for a particular enterprise/situation
- weed growth characteristics
- different types of control measures, treatments and their principles
- modes of action of different chemicals
- equipment capability and limitations
- legislation relation to the use of chemicals for weed control
- OHS responsibilities of employers and employees
- OHS legislative requirements and associated hazardous substances regulations and Codes of Practice
- correct wearing/fit of personal protective equipment
- environmental considerations when using chemicals for weed control.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify significant weed species for the enterprise • apply a range of weed treatment control options • recognise and control risks to environment (including spray drift and chemical spillage) • clean and store equipment correctly • monitor treatment site • record weed treatment.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Weeds may include:	• all plants that are classified as weeds.
Treat weeds may include:	• control by cultural, biological and chemical methods.

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Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG202A Treat plant pests, diseases and disorders

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of treating plant pests, diseases and disorders and defines the standard required to: identify significant plant pests, diseases and disorders for the enterprise; apply a range of control or treatment options; recognise and control risks to environment (including spray drift and chemical spillage); clean and store equipment correctly; observe the treatment site and record plant treatments.

Application of the Unit

Application of the unit	This unit applies to supervised workers in plant or pasture-based industries and is carried out following strict work instructions and under supervision.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to treat plant pests, diseases and disorders	1.1. Plant pests, diseases and disorders are recognised by common name. 1.2. Details of the plant pest, disease and disorder occurrence are recorded and reported to the supervisor. 1.3. Treatment methods are selected in consultation with the supervisor. 1.4. Equipment is selected and prepared for use according to enterprise guidelines and manufacturer's specifications. 1.5. Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor.
2. Apply treatments to plant pests, diseases and disorders	2.1. Personal Protective Equipment (PPE) is used and maintained according to procedures. 2.2. Treatments are prepared according to supervisor's instructions and manufacturers guidelines. 2.3. Treatments are applied in such a way that non-target damage is minimised. 2.4. Treatments are applied according to OHS and regulatory requirements.
3. Carry out post treatment operation	3.1. Equipment is shut down and cleaned with full consideration of environmental impacts. 3.2. Treatment waste is disposed of causing minimal environmental damage. 3.3. Records are maintained according to enterprise guidelines.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- read and interpret chemical labels, Material Safety Data Sheets (MSDSs), manufacturer's specifications for setting up equipment
- recognise a range of plant pests, diseases and disorders
- monitor and record the severity of the plant pest or disease problem
- prepare to treat plant pests and diseases
- apply plant pest, disease and disorder treatments
- carry out post treatment operations
- use and maintain PPE appropriate to task
- maintain spray and other treatment records
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

Required knowledge

- recognition of common plant pests, diseases and disorders for a particular enterprise/situation
- different types of control measures and their principles
- modes of action of different chemicals
- legislation relation to the use of chemicals for plant pest, disease and disorder control
- OHS legislative and enterprise requirements and Codes of Practice
- correct use and maintenance of PPE.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify significant plant pests, diseases and disorders for the enterprise • apply a range of control or treatment options • recognise and control risks to environment (including spray drift and chemical spillage) • clean and store equipment correctly • observe the treatment site • record plant treatments.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Plant pests, diseases and disorders may include:	• those which impact on commercial crops, pastures, amenity areas, gardens and turf, and natural areas.
Plant pests may include:	• chewing, sucking and boring invertebrates • nematodes • fungi • viruses • bacteria.

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RANGE STATEMENT	
Plant disorders may include:	• toxic soil, air and water.
Plant pests, diseases and disorders does not include:	• vertebrate pests • nutrient deficiencies • extreme environmental conditions.

Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG303A Maintain biological cultures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of maintaining biological control agents for weed control prior to release in an experimental or field situation and defines the standard required to: prepare and propagate bioagent media; obtain bioagent cultures; maintain and monitor cultures; harvest and store cultures.

Application of the Unit

Application of the unit	This unit relates to maintaining biological cultures under limited supervision from others with checking only related to overall progress.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare and propagate bioagent media	1.1. Bioagent media to suit the host and target species are identified, selected and accessed consistent with enterprise procedures or integrated weed management strategy where applicable. 1.2. Required media are prepared in line with established procedures and laboratory policy.
2. Obtain bioagent cultures	2.1. Cultures are procured from established sources and microclimate maintained in transport to the laboratory. 2.2. Cultures are transferred to growing environment in strict compliance with laboratory policy.
3. Maintain and monitor cultures	3.1. Cultures are regularly checked as an integral part of work routines. 3.2. Optimum environmental conditions are maintained to maximise culture growth and condition. 3.3. Observations are recorded and abnormalities are reported to the appropriate authority.
4. Harvest and store cultures	4.1. Routine monitoring of culture growth identifies the need for harvest and agent release. 4.2. Harvesting program is determined in line with program requirements. 4.3. Harvest operations are completed and cultures are transferred to storage in accordance with laboratory policy.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• identify Occupational Health and Safety (OHS) hazards and implement safe work practices • prepare and propagate bioagent media • obtain bioagent cultures • maintain and monitor cultures • harvest and store cultures • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• the range of media available for culture maintenance • culturing and media preparation techniques • laboratory and glasshouse procedures • available biological control agents and their use • the broad range of pest species that are to be targeted • biosecurity and quarantine requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and	The evidence required to demonstrate competency in this

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • prepare and propagate bioagent media • obtain bioagent cultures • maintain and monitor cultures • harvest and store cultures.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Biological control agents may include:	• control agents for weed control, their maintenance and culture.

Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCPMG401A Define the pest problem in a local area

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers defining the pest problem in a local area and defines the standard required to: determine the lifecycle, distribution and loss of production caused by the pest; document the economic losses and environmental risks and impacts of the pest; develop control measures based on a combination of strategies to control the pest at its most vulnerable stage with minimal environmental impact; establish the costs and benefits of implementing the selected control strategies; select management options to eradicate or manage the pest across a local region; and negotiate an action plan to implement the management options across the local area.

Application of the Unit

Application of the unit	This unit applies to control officers who define the pest problem in a local area.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Define the land use process for the local area affected by the target pest problem	1.1. Consultation with local land users and other relevant stakeholders in the affected area is documented. 1.2. Desired land management and/or production outcomes are identified. 1.3. Performance criteria for measuring local land management and/or production outcomes are determined. 1.4. Critical activities required to achieve the desired outcomes are identified. 1.5. Local land management and/or production process is mapped against the annual planning cycle. 1.6. Local land management and/or production process budget is determined.
2. Analyse the pest problem in the local area	2.1. Target pest population distribution within the affected local area is determined in consultation with stakeholders. 2.2. Target pest population data supplied by stakeholders is validated. 2.3. Other relevant data on target pest population are obtained. 2.4. Factors which influence the target pest population and distribution within the local area are described. 2.5. Pest life cycle is documented.

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ELEMENT	PERFORMANCE CRITERIA
3. Determine critical control points for management of the pest problem	3.1. Periods of greatest risk in the local land management and/or production process are identified in consultation with stakeholders. 3.2. Periods of target pest vulnerability within the life cycle are identified. 3.3. Local land management and/or production process map and target pest life cycle map are consolidated. 3.4. Critical points for controlling pest populations and/or changing land management or production practices within the annual planning cycle are determined in consultation with other stakeholders.
4. Document and collate the impacts of the pest	4.1. Economic losses resulting from the pest presence are measured or estimated in consultation with stakeholders. 4.2. Environmental impacts from the pest presence are measured or estimated in consultation with stakeholders. 4.3. Potential risks relating to exotic disease are defined. 4.4. Pest problem is documented according to industry and enterprise standards and guidelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and implement safe work practices • define the land use process for the local area affected by the target pest problem • analyse the pest problem in the local area • determine critical control points for management of the pest problem • analyse local problems • plan strategically for local context • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for

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REQUIRED SKILLS AND KNOWLEDGE
clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• pest biology • land management processes • production processes • relevant legislative and regulatory requirements • Occupational Health and Safety (OHS) and environmental protection legislation.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • determine the lifecycle, distribution and loss of production caused by the pest • document the economic losses and environmental risks and impacts of the pest • develop control measures based on a combination of strategies to control the pest at its most vulnerable stage with minimal environmental impact • establish the costs and benefits of implementing the selected control strategies • select management options to eradicate or manage the pest across a local region

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EVIDENCE GUIDE	
	• negotiate an action plan to implement the management options across the local area.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Pest problems may include:	• the range of weeds, vertebrate and invertebrate pests.

Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG402A Develop a pest management action plan within a local area

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing a pest management action plan within a local area and defines the standard required to: determine the lifecycle, distribution and loss of production caused by the pest; document the economic losses and environmental risks and impacts of the pest; develop control measures based on a combination of strategies to control the pest at its most vulnerable stage with minimal environmental impact; establish the costs and benefits of implementing the selected control strategies; select management options to eradicate or manage the pest across a local region; negotiate an action plan to implement the management options across an area or region.

Application of the Unit

Application of the unit	This unit applies to regional pest management officers and is likely to be undertaken independently, with reference to specialist advice.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine land management/production objectives	1.1. Land users and other stakeholders are consulted regarding local objectives. 1.2. Objectives address major land uses and production activities in the local area affected by the impacts of the target pests. 1.3. Objectives relate to the problem definition and the reduction in the pest impacts and associated losses. 1.4. Objectives comply with national, state and regional legislation and regulations. 1.5. Objectives support strategies for land and pest management.
2. Estimate costs and advantages for management units	2.1. The diversity of land management and production values that the target pests affect within the local area is defined. 2.2. The likely costs of preferred options for control of pest populations and/or changes to land management or production activities associated with each value are estimated. 2.3. The likely costs are compared with the impacts and losses caused by the target pests.

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ELEMENT	PERFORMANCE CRITERIA
	2.4. The management units most affected, both actually and potentially, by the target pests are defined and prioritised.
3. Define the performance level for each land management/production objective	3.1. Performance levels are defined in accordance with sustainable land use principles to address target pests population levels, economic impacts and environmental impacts. 3.2. Performance levels are realistic and measurable.
4. Select management options for the target pests	4.1. Options for controlling pest populations and/or changing land management or production practices are assessed in terms of economic factors, technical difficulty, practical feasibility, social and/or environmental acceptability. 4.2. A range of management options are assessed in terms of current and future financial support, when control activities are to be implemented, level of target pests population reduction required, and the most suitable control methods and techniques. 4.3. A management option is selected in accordance with sustainable land use principles, economic feasibility, environmental acceptability, Integrated Pest Management (IPM) principles, and statutory requirements for pest control.
5. Negotiate possible actions with relevant stakeholder	5.1. The action is based on the definition of the problem using data from measurement of abundance and impacts. 5.2. The action clearly documents the pest problem, the objectives, the stakeholders, the prioritised management units, the performance criteria, and the most suitable management options.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and implement safe work practices • determine land use objectives

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REQUIRED SKILLS AND KNOWLEDGE
• estimate costs and advantages for areas affected by the target pest/s • define performance levels for pest management for each land use • select management control options for the target pest/s • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• relevant local, regional, state and national strategies for pest management including those for individual species • motivational effects of stakeholder involvement • community facilitation processes • local land management process • relevant legislative and regulatory requirements including statutory requirements for pest control • environmental protection legislation • principles of IPM • pest control methods and techniques • defining local land management and production values • determining cost benefit analysis of management options • sustainable land use principles • Occupational Health and Safety (OHS), environmental and pesticides legislation, codes of practice and enterprise procedures.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • determine the lifecycle, distribution and loss of production caused by the pest • document the economic losses and environmental risks and impacts of the pest • develop control measures based on a combination of strategies to control the pest at its most vulnerable stage with minimal environmental impact • establish the costs and benefits of implementing the selected control strategies • select management options to eradicate or manage the pest across a local region • negotiate an action plan to implement the management options across an area or region.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Action plans may include:	• those relating to a range of weeds and vertebrate and invertebrate pests.

Unit Sector(s)

Unit sector	Pest management

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG403A Develop monitoring procedures for the local pest management strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers developing monitoring procedures for the local pest management strategy and defines the standard required to: determine the lifecycle, distribution and loss of production caused by the pest; document the economic losses and environmental risks and impacts of the pest; develop control measures based on a combination of strategies to control the pest at its most vulnerable stage with minimal environmental impact; establish the costs and benefits of implementing the selected control strategies; select management options to eradicate or manage the pest across a local region; negotiate an action plan to implement the management options across an area or region.

Application of the Unit

Application of the unit	This unit applies to regional pest management officers and is likely to be undertaken independently, with reference to specialist advice.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop data recording documents for monitoring the pest strategy	1.1. Data obtained by local land users is assessed for relevance and usefulness in the monitoring system. 1.2. Data required to monitor economic impacts of pests is determined. 1.3. Data required to monitor environmental impacts of pests is determined. 1.4. Data required to monitor pest abundance is determined. 1.5. Data required to monitor pest strategy operating costs is determined. 1.6. Documents for recording data are developed.
2. Develop monitoring schedule	2.1. Monitoring schedules are developed in accordance with the pest management strategy.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• analyse local problems • plan strategically for local context • report on and document analytical and strategic activities • prepare monitoring schedules • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• pest biology • land management processes • production processes • relevant legislative and regulatory requirements • environmental protection legislation • monitoring procedures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and	The evidence required to demonstrate competency in this

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • determine the lifecycle, distribution and loss of production caused by the pest • document the economic losses and environmental risks and impacts of the pest • develop control measures based on a combination of strategies to control the pest at its most vulnerable stage with minimal environmental impact • establish the costs and benefits of implementing the selected control strategies • select management options to eradicate or manage the pest across a local region • negotiate an action plan to implement the management options across an area or region.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Relevant legislation and local regulations may include:	• environmental protection • vertebrate pests • noxious weeds • use of firearms (including licensing requirements and exemptions) • humane treatment of animals • activities in nature reserves and heritage areas • poisons and veterinary substances • farm chemicals • identification and reporting of suspected outbreaks of exotic disease • Occupational Health and Safety (OHS)

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RANGE STATEMENT	
	regulations and common law principles relating to property, stock, duty of care and due diligence.

Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG404A Coordinate the local pest management strategy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers coordinating the local pest management strategy and defines the standard required to: prepare monitoring schedules and develop data recording documents for monitoring the pest strategy; develop milestones for the pest program based on pest lifecycles and local land management and production activity cycles; determine specific objectives for the pest management strategy; identify activities required to achieve specific objectives; estimate resources required to complete the required activities; develop an action plan to guide implementation of the strategy.

Application of the Unit

Application of the unit	This unit applies to regional pest management officers and is likely to be undertaken independently with reference to specialist advice if needed.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine the time period and milestones for the implementation of the local pest management strategy	1.1. Local stakeholders are consulted regarding time period and milestones. 1.2. The time period complies with the objectives in the local management strategy. 1.3. The time period is realistic to allow achievement of the objectives while taking account of target pest's life cycle and behaviour patterns, and local land management and production activity cycles. 1.4. Milestones are aligned to critical control points in the target pest's life cycle and behaviour patterns, and the local and management and production activity cycles. 1.5. Milestones identify a key, measurable point in the time period.
2. Determine specific objectives for the local pest management strategy	2.1. Objectives to be achieved at each milestone are defined in consultation with local land users. 2.2. Performance criteria for objectives at each milestone are determined. 2.3. Objectives and performance criteria are measurable.
3. Identify activities required to achieve specific objectives	3.1. Activities required to achieve objectives by proposed deadlines are listed in consultation with local land users. 3.2. Activities are selected and scheduled to comply with the pest management strategy, in consideration of

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ELEMENT	PERFORMANCE CRITERIA
	community attitudes and in accordance with relevant statutory and regulatory requirements. 3.3. Monitoring and measurement activities are selected and scheduled to comply with the pest management strategy and in accordance with relevant statutory and regulatory requirements.
4. Estimate resources required to complete the required activities	4.1. Personnel required to carry out activities are estimated. 4.2. Plant and machinery required to carry out activities are estimated. 4.3. Materials required to carry out activities are estimated. 4.4. Personnel, plant, machinery and materials are sourced and costed in consultation with other stakeholders.
5. Develop an action plan to guide implementation of the strategic plan	5.1. The action plan documents the time period, milestones, objectives, activities, required resources and budget to implement the strategy. 5.2. Potential contingencies are addressed in the action plan. 5.3. Agreement to the action plan and commitment by other stakeholders is documented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and implement safe work practices • determine the time period and milestones for the implementation of the local pest management strategy • determine specific objectives for the local pest management strategy • identify activities required to achieve specific objectives • develop an action plan to guide implementation of the strategic plan • manage time • monitor budgets • use literacy skills to read, interpret and follow organisational policies and

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REQUIRED SKILLS AND KNOWLEDGE
procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• land management and production processes • relevant legislative and regulatory requirements • pest control methods and techniques • social and environmental issues.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • prepare monitoring schedules and develop data recording documents for monitoring the pest strategy • develop milestones for the pest program based on pest lifecycles and local land management and production activity cycles • determine specific objectives for the pest management strategy • identify activities required to achieve specific

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EVIDENCE GUIDE	
	objectives • estimate resources required to complete the required activities • develop an action plan to guide implementation of the strategy.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	

Methods and techniques may include:	• changing land management or production processes and practices, e.g:
	  • changing lambing times
	  • changing sowing times
	  • changing crops
	• modifying habitat
	• pasture management and vertebrate pest population control:
	  • shooting
	  • poisoning
	  • trapping
	  • mustering
	  • relocation
	  • fumigation
	  • sedation
	  • exclusion fencing
	  • biological controls
	  • harvesting
	  • tagging
	• weed control:
	  • poisoning
	  • biological controls.

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Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG405A Implement pest management action plans

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers implementing pest management actions plans and defines the standard required to: schedule activities with milestones aligned to the target pests and the local land management and production cycles; estimate equipment, pesticides and labour required to complete the work; brief and supervise employees or contractors and consult with stakeholders; coordinate contingency management activities to minimise the damage caused by accidents or spillage; report progress in relation to the pest management action plan.

Application of the Unit

Application of the unit	This unit applies to pest management planning at a local level and is likely to be undertaken independently, with reference to specialist advice.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Schedule pest management activities	1.1. Activities identified in the action plan are scheduled within the monthly, weekly or daily work plans. 1.2. Work time is allocated to complete the activities in accordance with the requirements of the action plan, and within realistic expectations. 1.3. Employees or contracted personnel with relevant skills and competency are allocated for the completion of required activities. 1.4. Plant, machinery, equipment and materials required to complete required activities are procured for the time the activities are to be carried out. 1.5. Relevant stakeholders are consulted regarding the scheduling of activities. 1.6. Relevant Occupational Health and Safety (OHS) standards and other Federal, State and local legislation&regulations are applied in the allocation and procurement of human and physical resources. 1.7. Milestones are aligned to critical control points in the target pests' life cycle, behaviour patterns and the local land management and production activity cycles. 1.8. Measurable performance criteria for objectives at each milestone are determined. 1.9. Activities required to achieve objectives by proposed deadlines are listed in consultation with local land users.

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ELEMENT	PERFORMANCE CRITERIA
	1.10. Activities are selected and scheduled to comply with the pest management strategy, in consideration of community attitudes, and in accordance with relevant statutory and regulatory requirements. 1.11. Monitoring and measurement activities are selected and scheduled to comply with the vertebrate pest management strategy and in accordance with relevant statutory and regulatory requirements.
2. Estimate resources required to complete the required activities	2.1. Personnel required to carry out activities are estimated. 2.2. Plant and machinery required to carry out activities are estimated. 2.3. Materials required to carry out activities are estimated. 2.4. Personnel, plant, machinery and materials are sourced and costed in consultation with other stakeholders.
3. Brief employees or contracted personnel regarding the pest management activities	3.1. Employees or contracted personnel are informed of the requirements of the pest management plan and action plan. 3.2. Employees or contracted personnel are informed of land owner/manager expectations and reporting and recording requirements. 3.3. Employees or contracted personnel are advised of OHS standards and other statutory and regulatory requirements to be applied in carrying out the required activities.
4. Supervise employees or contracted personnel in carrying out the pest management activities	4.1. Plant, machinery and equipment are checked for serviceability in accordance with manufacturer's specifications and statutory and regulatory requirements. 4.2. Materials are checked for compliance with OHS standards and other statutory and regulatory requirements. 4.3. Personal protective equipment and clothing used or worn by employees or contracted personnel are checked for compliance with OHS standards and other statutory and regulatory requirements. 4.4. Procedures and skills applied by employees and contracted personnel are monitored for compliance with OHS standards and other statutory and

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ELEMENT	PERFORMANCE CRITERIA
	regulatory requirements. 4.5. Feedback, advice and coaching are provided to employees and contracted personnel as required to improve or correct procedures and skills.
5. Coordinate contingency management activities	5.1. First aid procedures are initiated and coordinated in response to accident or injury to employees or contracted personnel. 5.2. Relevant authorities are notified and arrangements made in the event of the need for rescue of injured employees or contracted personnel. 5.3. Activities that are not carried out due to accidents, injury, other incidents or unfavourable conditions are rescheduled within the monthly, weekly or daily work plans.
6. Report progress in relation to pest management action plan	6.2 Reports and records are compiled and documented in accordance with employer or organisational requirements and statutory and regulatory requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- plan and manage resources and time
- organise the work of others
- identify hazards and control risks
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• OHS, environmental and pesticides legislation, codes of practice and enterprise procedures • pest control methods and techniques • integrated pest management • pest biology • social and environmental issues • contingency management principles • first aid and rescue procedures • ecological systems • sustainable production systems.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • schedule activities with milestones aligned to the target pests and the local land management and production cycles • estimate equipment, pesticides and labour required to complete the work • brief and supervise employees or contractors and consult with stakeholders • coordinate contingency management activities to minimise the damage caused by accidents or spillage • report progress in relation to the pest management action plan.
Context of and specific resources for	Competency requires the application of work practices

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EVIDENCE GUIDE	
assessment	under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Pest may include:	• weeds and vertebrate pests.

Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCPMG406A Investigate a reported pest treatment failure

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers investigating a reported pest treatment failure and defines the standard required to: compare the results of pest treatment with the predicted response in published work; ensure the control product has been used in accordance with manufacturer's directions, and is either registered for the purpose or used under permit; check conditions at application against records and manufacturers directions; refer pest failure to manufacturer.

Application of the Unit

Application of the unit	This unit applies to regional pest management officers and is likely to be undertaken independently, with reference to specialist advice

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess treatment failure	1.1. Pre treatment pest infestation levels are ascertained from monitoring program records where available. 1.2. Post treatment population is ascertained from monitoring records and/or inspection. 1.3. Expected pest population after treatment is determined from available information. 1.4. Significance of difference between expected and monitored population analysed consistent with enterprise guidelines where appropriate. 1.5. Treatment used and application technique ascertained from records and assessed against manufacturer's instructions.
2. Investigate and report on causes of failure	2.1. Conditions impacting on effectiveness of treatment prevailing at time of treatment are ascertained from enterprise records where available. 2.2. Known conditions at application are analysed against manufacturers' recommendations. 2.3. Level of control required by project specifications or permit is compared against results. 2.4. Report containing all relevant information known on application of treatment, operators' qualifications and results is produced following enterprise procedure. 2.5. Remaining product and report are returned to supplier or manufacturers agent for investigation if treatment appears to have been within guidelines.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• analyse statistics on pest populations • assess treatment failure • investigate and report on causes of failure • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• pest treatment techniques • surveying population of pests • treatment characteristics and modes of action • basic statistical analysis • report preparation.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance

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EVIDENCE GUIDE	
	criteria and required skills and knowledge and include achievement of the following: • compare the results of pest treatment with the predicted response in published work • ensure the control product has been used in accordance with manufacturers directions, and is either registered for the purpose or used under permit • check conditions at application against records and manufacturers directions • refer pest failure to manufacturer.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Investigation may include:	• pest treatment failures in a range of weeds and vertebrate pests.

Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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AHCPMG407A Monitor and evaluate the local pest management action plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of monitoring and evaluating the local area pest management action plan and defines the standard required to: collate data from the action plan; calculate and compare the cost and benefits of the implemented action plan with the budget; draw conclusions on the effectiveness and efficiency of the pest management program based on data; make recommendations to improve the development and implementation of the local pest management action plan.

Application of the Unit

Application of the unit	This unit applies to regional pest management officers and is likely to be undertaken independently with reference to specialist advice if needed.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collate all available data	1.1. Data on pests' abundance are collated. 1.2. Date on economic impacts of pests is collated. 1.3. Data on environmental impacts of pests are collated. 1.4. Data on pest management action plan operating costs are collated.
2. Assess data against objectives and performance criteria	2.1. Actual results are compared with objectives and performance criteria for the action plan. 2.2. Actual costs are compared with budget for the strategy. 2.3. Cost and benefits of the action plan are documented.
3. Compile report of strategy evaluation	3.1. Report is compiled following enterprise procedures. 3.2. Indicators of good performance of the action plan are isolated and discussed. 3.3. Causes of poor performance are examined. 3.4. Conclusions about the pest management action plan in relation to changes in pest abundance and impacts are clearly stated. 3.5. Conclusions are supported by the data.
4. Recommend modifications	4.1. Conclusions are supported by the data. 4.2. Recommendations provided to supervisor or other authority in format that complies with enterprise guidelines.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• collate available data • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• local land management process • local production process • relevant legislative and regulatory requirements • environmental protection legislation • weed control methods and techniques • social and environmental issues • statutory requirements for weed control.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and	The evidence required to demonstrate competency in this

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • collate data from the action plan • calculate and compare the cost and benefits of the implemented action plan with the budget • draw conclusions on the effectiveness and efficiency of the pest management program based on data • make recommendations to improve the development and implementation of the local pest management action plan.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Monitoring and evaluation may include:	• the control of vertebrate pests and pest plants in a local area.

Unit Sector(s)

Unit sector	Pest management

Co-requisite units

Co-requisite units	

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Co-requisite units		

Competency field

Competency field	

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AHCSAW201A Conduct erosion and sediment control activities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of carrying out erosion and sediment control activities in both urban and rural environments and defines the standard required to: assess risks from erosion and sediment at a site; assemble structures to prevent erosion and control sediment at a site; carry out sediment control activities in accordance with legislation and stakeholder requirements; confirm that erosion and sediment control meets enterprise requirements.

Application of the Unit

Application of the unit	This unit applies to workers at an operational level involved in earthworks construction and other land forming activities working under routine supervision with intermittent checking by supervisors.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Align work site practices with erosion and sediment control principles	1.1. Erosion and sedimentation legislation is adhered to at the work site as a part of contract works. 1.2. Procedures relating to erosion and sediment control are applied on the work site to align with industry standards.
2. Implement erosion and sediment control principles in the workplace	2.1. Breaches of erosion and sediment control legislation are noted and reported. 2.2. Industry practices for erosion and sediment control are applied in the work place.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and follow safe operating procedures • identify erosion and sediment control structures/measures/practices • carry out routine work with control measures and structures • identify areas at risk of erosion • undertake activities in accordance with legislation/community expectation and

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REQUIRED SKILLS AND KNOWLEDGE
project specifications • use literacy skills to follow sequenced written instructions and record information accurately and legibly • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• cost to the community of erosion and sedimentation • loss of habitat • water quality • loss of production/asset/amenity • re-occurring maintenance/repair/monitoring • agents/processes of erosion and sedimentation • types of erosion and sediment control structures and techniques for constructing them • basic catchments issues • role of vegetation • characteristics of soils with an emphasis on erodible soils. • OHS and environmental legislative and enterprise procedures.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • assess risks from erosion and sediment at a site

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EVIDENCE GUIDE	
	• assemble structures to prevent erosion and control sediment at a site • carry out sediment control activities in accordance with legislation and stakeholder requirements • confirm that erosion and sediment control meets enterprise requirements.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Control activities may include:	• grade stabilising structures • outlet protection structures • storm water detention measures • dust control • revegetation for the purpose of controlling erosion.

Unit Sector(s)

Unit sector	Soil and water conservation

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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AHCSAW302A Implement erosion and sediment control measures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the construction/installation and maintenance of a range of measures specified on erosion and sediment control plans and defines the standard required to: select and prepare equipment; confirm the details of work; identify survey pegs and site indicators; construct earthworks in line with the plan; install erosion and sediment control products and materials; carry out repairs and maintenance procedures.

Application of the Unit

Application of the unit	This unit applies to workers who are required to carry out the actions specified on erosion and sediment control plans.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for implementation and construction	1.1. Erosion and sediment control plan and schedule of works match site conditions. 1.2. Survey pegs and site indicators are identified on site. 1.3. Equipment and tools are matched to program works and terrain on site. 1.4. Work readiness of selected equipment and tools are verified in line with contractor policy. 1.5. Materials are selected to complete proposed works in line with construction schedule.
2. Carry out implementation and construction	2.1. Earthworks are constructed in accordance with details specified in the plan and to industry standards. 2.2. Erosion and sediment control products and materials are installed in accordance with manufacturer's recommendation and industry guidelines and plans.
3. Carry out repairs and maintenance procedures	3.1. Site works maintenance inspection schedule is applied to reinstate operating effectiveness of erosion and sediment control measures on site.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and implement safe work procedures • prepare for implementation and construction • carry out implementation and construction • carry out repairs and maintenance procedures • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use numeracy skills to estimate, calculate and record routine workplace measures • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• materials cartage pollution control • sequence of working and timing/duration • Occupational Health and Safety (OHS) issues relating to the equipment and the site • equipment used • construct, install and maintain includes materials, quantity and where to source them on site • construction/installation techniques for all measures on the plan • limitations of structures including timing of maintenance, structure life cycle, specifications and standards • environmental impacts and procedures for erosion and sediment control.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • select and prepare equipment • confirm the details of work • identify survey pegs and site indicators • construct earthworks in line with the plan • install erosion and sediment control products and materials • carry out repairs and maintenance procedures.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Erosion control measures may include:	• site management • land shaping • batter stabilisation • banks and channels • level spreader • revegetation • waterways • check dams • bank and channel linings • grade stabilising structures • outlet protection structures • stormwater detention measures • dust control • rural road&track crossbank and crossfall.
Sediment control measures may	• sediment basins

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RANGE STATEMENT	
include:	• sediment traps • sediment filters • excavated sediment traps • straw bale • stormwater inlet sediment traps • sediment fence • straw bale • geotextile fabric • vegetation strips.

Unit Sector(s)

Unit sector	Soil and water conservation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCSAW401A Set out conservation earthworks

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers setting out conservation earthworks and defines the standard required to: interpret the plan in consultation with landholder and surveyor; identify and mark out on the site the key plan points and any additional features identified on the site plan; measure and peg out the site from the earthworks specification and plan.

Application of the Unit

Application of the unit	This unit applies to soil conservation officers who set out low engineering standard structures using specialised pegging/marking techniques on rural lands.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret plans and specifications	1.1. Overall plan is determined in consultation with landholder and surveyor. 1.2. Earthworks specifications are established in consideration of desired outcome and prevailing conditions. 1.3. Plan is accurately verified in line with job requirements.
2. Relate plan to site	2.1. Key plan points are located on site. 2.2. Additional features identified on site plan. 2.3. Site issues which affect survey and pegging are identified and recorded.
3. Peg project	3.1. Pegging sequence is established in consultation with the site surveyor. 3.2. Site dimensions are measured in compliance with job specification. 3.3. Peg locations are established using prescribed methods. 3.4. Earthworks are pegged in line with project specification. 3.5. All construction personnel are advised of pegging and the need for site integrity.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- identify hazards and ensure the safety of field operations on sites
- interpret plans and specifications
- relate plan to site
- peg project
- protect site
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- different types of survey equipment and staffs
- civil engineering and survey techniques
- erosion control and design principles
- principles of native topsoil conservation and protection
- levels and levelling
- earthmoving principles
- interpretation of plans and general and technical specifications
- Occupational Health and Safety (OHS) and environmental legislation, codes of practice and enterprise procedures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • interpret the plan in consultation with landholder and surveyor • identify and mark out on the site the key plan points and any additional features identified on the site plan • measure and peg out the site from the earthworks specification and plan.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Types of earthworks may include:	• farm dams • erosion control banks • waterways • access tracks • sediment traps • detention basins • flumes.

Unit Sector(s)

Unit sector	Soil and water conservation

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCSAW402A Supervise on-site implementation of conservation earthworks

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers supervising on-site implementation of conservation earthworks and defines the standard required to: implement measures that will achieve the optimum efficiency of the earthmoving operation; put into practice measures that construct structurally sound earthworks; control construction to achieve specifications; instigate measures that finish earthworks to specifications.

Application of the Unit

Application of the unit	This unit applies to soil conservation officers and expert plant operators who supervising on-site implementation of conservation earthworks.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan efficient implementation of works	1.1. Plans and specifications are reviewed and related to the works site. 1.2. Economics of operation are maximised through the deployment of trained personnel and equipment selection. 1.3. Work sequences are planned and recorded in line with proposed work schedule. 1.4. Materials are ordered to complete proposed works in line with construction schedule. 1.5. Compliance with established regulatory planning and environmental legislation is maintained.
2. Direct implementation of planned works	2.1. Equipment and personnel deployment ensures structurally sound works in line with earthworks planned. 2.2. Job specifications and regulatory requirements are achieved in accordance with the plan or necessary modification. 2.3. Modified techniques are adopted to minimise the effect of site limitation in achieving job requirements. 2.4. Safe machine operations are monitored to ensure they meet relevant Occupational Health and Safety (OHS) requirements.
3. Monitor job specification	3.1. Progressive job checking results in achieving job specifications, contracts and targets. 3.2. Instructions to plant operators ensure high finishing standards to earthworks.

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Modifications are made to job specifications in consultation with the landholder or works supervisor.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and implement safe systems of work • plan efficient implementation of works • protect natural areas from damage • direct the implementation of planned works • monitor job specifications • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• erosion and sediment control standards and principles • natural areas topsoil protection and rehabilitation principles • appropriate supervision techniques • erosion control and design principles • sediment control principles • earthmoving principles • principles for machine operation • engagement of subcontractors/equipment, skills and expected outcomes • work sequence knowledge • equipment most suitable to the constructing of erosion and sediment control works • quality assurance systems, processes and practices

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REQUIRED SKILLS AND KNOWLEDGE
• staff deployment, supervision and training • OHS and environmental legislation, codes of practice and enterprise requirements.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • implement measures that will achieve the optimum efficiency of the earthmoving operation. • put into practice measures that construct structurally sound earthworks. • control construction to achieve specifications • instigate measures that finish earthworks to specifications.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Types of project may include:	• earthworks required as part of erosion control

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RANGE STATEMENT	
	projects • farm dam construction • access track construction.

Unit Sector(s)

Unit sector	Soil and water conservation

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCVPT303A Survey pest animals

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of surveying pest animal abundance by conducting ground and aerial counts and defines the standard required to: identify the target pest animal and its associated behaviours; define the geographical parameters for the count; apply survey principles and techniques; undertake accurate observations and recording.

Application of the Unit

Application of the unit	This unit relates to surveying pest animals which requires some judgement and discretion, and would be normally carried out under minimal supervision within enterprise guidelines.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the scope of the count	1.1. Target pest animal is confirmed. 1.2. Location of habitats and range of movement of target pest animal is confirmed. 1.3. Item(s) of direct evidence of pest animal to be counted are determined. 1.4. Time required to complete the survey is estimated. 1.5. Hazards associated with the survey are identified in accordance with Occupational Health and Safety (OHS) standards. 1.6. Environmental risks associated with the survey are identified in accordance with statutory and local authority requirements. 1.7. Resources required to complete the survey are identified.
2. Prepare to conduct the count	2.1. Location and boundaries for the count are mapped in accordance with the pest animal management strategy and monitoring program. 2.2. Time and duration of the count are checked and relevant personnel notified. 2.3. Precautions to minimise hazards associated with the count are taken in accordance with OHS standards. 2.4. Precautions to minimise environmental risks associated with the count are taken in accordance with statutory and local authority requirements. 2.5. Resources required to complete the count are checked for serviceability in accordance with manufacturer's specifications and relevant policies.

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Where the count involves aerial observation, precautions to minimise associated hazards are taken in accordance with industry practice.
3. Conduct count and record observations	3.1. Equipment is operated in accordance with the statutory requirements and industry practice. 3.2. Count is conducted within the boundaries of the specified location in accordance with the pest animal management strategy and monitoring program. 3.3. Precautions to minimise hazards associated with the count are implemented in accordance with OHS standards. 3.4. Precautions to minimise environmental risks associated with the count are implemented in accordance with statutory and local authority requirements. 3.5. Observations of direct evidence of target pest animal are recorded in accordance with the pest animal management strategy and monitoring program requirements.
4. Clean and store equipment and materials	4.1. Equipment and materials are cleaned and stored in accordance with relevant standards and policies. 4.2. Observation record documents are compiled and filed in accordance with relevant policies and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• identify hazards and implement safe work procedures • plan activities • manage time • count, add and record observations • apply spotlighting techniques • use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible

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REQUIRED SKILLS AND KNOWLEDGE
information collected and select and apply procedures for a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• pest behaviour and habitats • relevant legislative and regulatory requirements • environmental protection legislation • zoonoses and exotic diseases.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify the target pest animal and its associated behaviours • define the geographical parameters for the count • apply survey principles and techniques • undertake accurate observations and recording.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Surveying pest animals may include:	• ground and aerial counts of pest animals.

Unit Sector(s)

Unit sector	Vertebrate pests

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCWRK305A Coordinate work site activities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of coordinating work site activities for small-scale projects and defines the standard required to: prepare and plan worksite activities; identify and allocate resources required; schedule activities and allocate tasks and responsibilities; use communication and team supervision strategies; monitor activities and record costs and production levels; convey issues and suggested improvements to management.

Application of the Unit

Application of the unit	This unit applies to workers in agricultural, horticultural and land management industries that are responsible for small small-scale projects. It is likely to be under limited supervision with checking only related to overall progress.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work site activities	1.1. Requirements of the work are clarified with supervisor of the project. 1.2. Personnel, equipment and material resource requirements are identified according to the scope of the project and supervisors instructions. 1.3. The order of activities and time allocation is identified, documented and presented to the supervisor for verification. 1.4. The environmental implications of the proposed work site activities are identified and the likely outcomes assessed and reported to the supervisor. 1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed and risk controls are implemented. 1.6. Personal Protective Equipment (PPE) is selected, used, maintained and stored according to the type of work site activities to be undertaken.
2. Organise resources	2.1. Materials are purchased and equipment/machinery is hired as authorised by the supervisor and according to enterprise guidelines. 2.2. External agency permits are gained in the correct order as necessary. 2.3. Neighbours and affected parties are notified of works to be undertaken as necessary. 2.4. Delivery of materials and equipment/machinery to site is organised according to documented order of activities. 2.5. Personnel are organised to be on site when they are

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ELEMENT	PERFORMANCE CRITERIA
	required.
3. Coordinate and report on activities	3.1. All resources are coordinated and timed to suit the scope of the project and order of activities. 3.2. Personnel are directed in activities for each period of work. 3.3. Personnel, activities, timelines and resource usage are monitored and documented according to enterprise guidelines. 3.4. Contingency situations are recognised and reported to the supervisor, and corrective actions taken according to enterprise guidelines. 3.5. A simple project report is written to inform management of work site activities undertaken and completed.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• read and interpret documentation associated with work site activities • calculate material and resource requirements • coordinate a team to achieve optimum performance • communicate with personnel at all levels • document results clearly and concisely • perform an OHS risk assessment • use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• environmental awareness associated with undertaking project works to ensure the impact on the environment is minimal • work schedule programming • hiring and subcontracting of labour • possible causes of disruption to work activities and their effect on quality and time schedules • responsibilities and requirements for obtaining external agency permits as

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REQUIRED SKILLS AND KNOWLEDGE
necessary • the range, use and availability of materials, equipment and machinery that may be required for the project • OHS issues, legislative requirements and Codes of Practice.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • prepare and plan worksite activities • identify and allocate resources required • schedule activities and allocate tasks and responsibilities • use communication and team supervision strategies • monitor activities and record costs and production levels • convey issues and suggested improvements to management.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Work site activities may include:	• all materials, equipment and personnel used for small-scale projects.

Unit Sector(s)

Unit sector	Work

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCWRK402A Provide information on issues and policies

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the provision of information on issues and policies and defines the standard required to: process a request for information; access information to respond to the request; collate information to deal specifically with the request; prepare a response using chosen media; maintain a record of the information provided and file for future reference.

Application of the Unit

Application of the unit	This unit applies to workplace supervisors and managers in the agriculture, horticulture and land management sectors and describes the process of researching, extracting and providing information on issues and policies

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Process a request for information on issues and policies	1.1. Request is documented using the appropriate recording system. 1.2. Relevant notes are recorded from dialogue with the client and from correspondence. 1.3. Approval to access information is sought and obtained and requests forwarded where appropriate. 1.4. Client is actively listened to and questioned appropriately to clarify and elicit information provided.
2. Identify sources and extract information	2.1. Relevant sources and locations of information are identified, accessed and researched. 2.2. Clear sequenced oral instructions are provided to colleagues required for assistance. 2.3. Workplace policies and documentation relevant to the request are evaluated. 2.4. Information relevant to the particular request is located and extracted and copied. 2.5. Alternative methods to locate identified gaps in information.
3. Evaluate information for meeting client request	3.1. Information is evaluated for its validity and reliability and appropriateness to the client request. 3.2. Client is engaged in effective dialogue to clarify indistinct or incorrect information. 3.3. Additional information is obtained if available information is inadequate, unclear, conflicting or incorrect.
4. Prepare and finalise	4.1. Report is developed, written, formatted and proofed

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ELEMENT	PERFORMANCE CRITERIA
report	according to enterprise policies and procedures. 4.2. Report is checked for accuracy and intention. 4.3. Review and sign off of report is arranged with designated person where required. 4.4. Record of report/correspondence is made. 4.5. Report/correspondence is forwarded to client.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- workplace policies and documentation on local, regional, state and national issues
- relevant workplace documentation on international treaties, agreements and charters
- types of information sources
- methods and means of accessing and extracting the required information
- methods of validating information
- types of reports and their uses.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • process a request for information • access information to respond to the request • collate information to deal specifically with the request • prepare a response using chosen media • maintain a record of the information provided and file for future reference.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Types of information and policies may include:	• information taken from a range of sources including personal files and notes • articles (academic, on-line, newspaper, journal) • specialist texts • letters • internal correspondence • government reports • relevant legislation

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RANGE STATEMENT	
	• Codes of Practice • national and international protocols and charters • statistics • local knowledge • original research • media (television, video, audio) • libraries.

Unit Sector(s)

Unit sector	Work

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCWRK403A Supervise work routines and staff performance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the supervision of work routines and staff performance and defines the standard required to: assess staff capability against position descriptions; designate and communicate staff roles and responsibilities, including line management; develop work plans to achieve organisational targets and business objectives; provide training and mentoring for staff; implement strategies to foster teamwork and trust; negotiate with staff as part of dealing with conflict; monitor team and individual work performance and provide feedback to staff.

Application of the Unit

Application of the unit	This unit applies to workers with supervisory responsibilities and covers the work functions associated with supervising work routines and staff performance.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate work roles	1.1. Roles and responsibilities of staff are clearly defined and documented. 1.2. Skills of staff are accurately identified and matched with available tasks and duties. 1.3. Requirements of jobs are clearly identified and communicated to personnel. 1.4. Information on activities is developed and provided to personnel. 1.5. Occupational Health and Safety (OHS) policy and procedural requirements for supervisors are effectively implemented.
2. Coordinate activities	2.1. Work activities are prioritised to ensure completion of tasks in accordance with available timelines. 2.2. Work plans are developed to establish targets and objectives of activities, and to define tasks and timelines. 2.3. Training and learning opportunities are identified and incorporated into work activities. 2.4. Supervisory and reporting responsibilities are clarified and maintained in line with organisational requirements. 2.5. Enterprise environmental policy and procedures for supervisors are effectively implemented.
3. Maintain effective working relations	3.1. Problems are recognised and addressed through discussion with work group.

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Assistance is sought from work group members when difficulties arise in achieving allocated tasks 3.3. Discussion and information sharing is routinely used to communicate requirements of work activities through a participative approach. 3.4. Disagreements and conflicts are managed constructively using appropriate conflict management strategies.
4. Provide feedback	4.1. Feedback is clear, constructive and provided promptly to individuals to support achievement of outcomes. 4.2. Difficult situations are identified and negotiated to achieve results in line with organisational requirements. 4.3. Team and individual performances are monitored regularly to ensure personnel are able to achieve goals. 4.4. Supervisory structures and lines of reporting are maintained in accordance with organisational requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• supervise and instruct staff to achieve work activities • delegate and allocate tasks • assess and evaluate staff capability • identify and provide training requirements • plan timesheets and timetables to meet deadlines • demonstrate safe workplace and environmentally responsible practices • solve problems (staffing, resources) • evaluate performance, provide feedback and prepare reports and performance appraisals • promote and maintain effective relationships between staff • monitor productivity and maintain staff records as required

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REQUIRED SKILLS AND KNOWLEDGE
• use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• enterprise personnel processes • enterprise organisational structure and responsibilities • techniques for building trust and relationships • principles of team work and negotiation • leadership for the work team • performance appraisal systems and procedures • principles of time management • conflict management techniques • enterprise training requirements and processes • relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace OHS, environmental protection and employment • OHS hazard identification, risk assessment and development of risk controls.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include

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EVIDENCE GUIDE	
	achievement of the following: • assess staff capability against position descriptions • designate and communicate staff roles and responsibilities, including line management • develop work plans to achieve organisational targets and business objectives • provide training and mentoring for staff • implement strategies to foster teamwork and trust • negotiate with staff as part of dealing with conflict • monitor team and individual work performance and provide feedback to staff.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
The people may include:	• coaches • mentors • supervisors or managers • work colleagues with supervisory responsibilities.

Unit Sector(s)

Unit sector	Work

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCWRK404A Ensure compliance with pest legislation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the implementation of the compliance of legislation and defines required to: identify non-compliance with legislation; contact stakeholder and notify of breach and communicate requirements; follow right of entry policies; investigate and collect evidence of breaches; report findings of compliance and non-compliance; issue relevant notices; document activities.

Application of the Unit

Application of the unit	This unit applies to compliance officers who assisting the implementation of legislation and involves the provision of both support and advice to stakeholders to ensure their compliance.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify non-compliance with legislation	1.1. Non-compliance is identified through complaint or other means, and recorded in accordance with legislative and enterprise requirements. 1.2. Senior staff are notified in accordance with legislative and enterprise requirements.
2. Investigate non-compliance	2.1. Land ownership or identity of stakeholder is established and responsibilities of all parties are established in line with State legislation. 2.2. Further information is obtained on possible non-compliance with legislation. 2.3. Stakeholder/owner is contacted and notified of breach and communicate requirements in compliance with enterprise guidelines and supervisors instructions. 2.4. Policies of right of entry are adhered to in communicating with stakeholders. 2.5. Accurate records are maintained in line with agency policies.
3. Act on non-compliance issues	3.1. Relevant notices are issued in accordance with relevant legislation and regulations, enterprise guidelines and supervisors instructions. 3.2. Evidence is collected and findings are reported in accordance with enterprise guidelines or following supervisor's instructions. 3.3. Advice is provided to the stakeholder consistent with enterprise guidelines and legislative requirements. 3.4. Support is provided to stakeholders in the

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ELEMENT	PERFORMANCE CRITERIA
	implementation of programs in accordance with enterprise policy.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• follow right of entry policies • identify non-compliance with legislation • investigate and collect evidence of breaches • act on non-compliance issues • report findings of compliance and non-compliance • issue relevant notices • document activities • use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• federal and state legislation and local government and local authority regulations • breaches occurring in the locality and appropriate control options • communication techniques • conflict avoidance and resolution • individual and property rights • negotiation techniques.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify non-compliance with legislation • contact stakeholder and notify of breach and communicate requirements • follow right of entry policies • investigate and collect evidence of breaches • report findings of compliance and non-compliance • issue relevant notices • document activities.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Legislation may include:	• Federal, State and Territory legislation • local government • statutory authority regulations relevant to the area, worksite or job role.

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Unit Sector(s)

Unit sector	Work

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCWRK501A Plan, implement and review a quality assurance program

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of planning, implementing and reviewing a quality assurance program for an agricultural or horticultural enterprise and defines the standard required to: define product quality standards based on the needs of the customer; determine quality assurance objectives for the enterprise; develop and implement procedures for quality assurance; maintain required records to support quality assurance; review the quality assurance program.

Application of the Unit

Application of the unit	This unit covers the process of planning, implementing and reviewing a quality assurance program for an agricultural or horticultural enterprise.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine quality assurance objectives for the enterprise	1.1. Future market requirements for quality assured products are assessed. 1.2. Premiums for quality assurance products are determined. 1.3. Strategic benefits of a quality assurance program are assessed.
2. Plan the quality assurance program and develop implementation strategies	2.1. Product quality standards are defined. 2.2. Current status of products and operations is audited. 2.3. Industry quality assurance programs are evaluated and costed. 2.4. Required processes and practices are documented in the quality assurance program manual and an implementation plan is prepared.
3. Implement the quality assurance program	3.1. Instructions are documented defining task and process requirements. 3.2. Contractor and staff training is established and implemented. 3.3. Communication takes account of social, cultural and ethnic backgrounds. 3.4. Changes to processes and practices are introduced. 3.5. Processes to monitor and verify product quality are established. 3.6. Recording systems are introduced. 3.7. Operating instructions are validated under conditions

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ELEMENT	PERFORMANCE CRITERIA
	to verify their suitability. 3.8. Problems and issues are analysed and resolved appropriately, promptly and decisively.
4. Review the quality assurance program	4.1. Reporting formats are established. 4.2. Mechanisms for gaining feedback information are implemented. 4.3. Preparation is made for quality assurance audits.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- determine quality assurance objectives for the enterprise
- plan the quality assurance program and develop implementation strategies
- implement the quality assurance program
- review the quality assurance program
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- market projections and customer requirements
- cost/benefit of quality assurance implementation
- system analysis, HAACCP or related processes
- enterprise culture and values
- leadership and administrative skills
- human resources induction practices
- human resources performance monitoring practices.

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • define product quality standards based on the needs of the customer • determine quality assurance objectives for the enterprise • develop and implement procedures for quality assurance • maintain required records to support quality assurance • review the quality assurance program.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Quality assurance may include:	• regulation of the quality of raw materials • assemblies • products and components • services related to production

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RANGE STATEMENT	
	• management, production and inspection processes.
Quality assurance programs may include:	• programs with planned and systematic production processes that provide confidence in a product' or service's suitability for its intended purpose.
Market requirements may include:	• trends and directions from regional, domestic and overseas markets.
Industry quality assurance programs may include:	• programs developed by industry organisations and marketing authorities, processors, wholesalers/retailers and other stakeholders including Cattlecare, Flockcare, Freshcare, Graincare and Proven Perfect.

Unit Sector(s)

Unit sector	Work

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCWRK502A Collect and manage data

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of collecting, analysing and managing data and defines the standard required to: identify data requirements and establish sampling and data collection techniques; collect and collate data using standardised recording sheets and systems; review sampling and data collection techniques based on validity and reliability of the data; manage data to facilitate retrieval and analysis; analyse data using appropriate statistical and analytical techniques; draw conclusions based on reasoned argument and appropriate evidence; produce a report in required format with information and data presented to support decision making.

Application of the Unit

Application of the unit	This unit applies to managers and supervisors with a job function to determine the type and extent of data to be collected, access and collate data, evaluate data, manage, analyse and retrieve data.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine the type and extent of data to be collected	1.1. Data requirements are clearly defined and communicated to all staff involved in data collection. 1.2. Relevant data sources are identified. 1.3. Type and extent of data required is clearly defined. 1.4. Occupational Health and Safety (OHS) hazards associated with data collecting are identified. 1.5. Data collection methods and techniques are clearly defined relative to data requirements.
2. Access and collate data	2.1. Data collection sheets are formatted to assist collection. 2.2. Data is researched and/or collected from field sources according to enterprise guidelines and with standard research approaches. 2.3. Data is collated by appropriate electronic means. 2.4. Appropriateness of data is monitored and recorded during collection. 2.5. Information is researched using appropriate methods and technologies. 2.6. Sources of information are regularly reviewed for

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ELEMENT	PERFORMANCE CRITERIA
	usefulness, validity, reliability and cost. 2.7. Channels and sources of information are used effectively. 2.8. Opportunities are taken to establish and maintain contacts with those who may provide useful information. 2.9. Appropriate OHS requirements and work practices are followed.
3. Evaluate data	3.1. Data collected is relevant, valid and sufficient. 3.2. Where data is unclear or difficult to interpret, clarification and assistance is sought. 3.3. Where data is inadequate, additional data is obtained. 3.4. Information is analysed for its validity and reliability.
4. Manage and retrieve data	4.1. Data is stored by appropriate electronic means. 4.2. Data is presented using appropriate graphical aids and techniques. 4.3. Data is assembled and provided to the manager/client as required and in accordance with standard research approaches. 4.4. Data is retrieved as required. 4.5. New methods of recording and storing data are suggested/introduced as needed.
5. Analyse and interpret data	5.1. Data is analysed using appropriate statistical and analytical techniques. 5.2. Data is interpreted to determine its significance, validity and reliability. 5.3. Findings based on the analysis and interpretation of the data is reported. 5.4. Data is organised into a suitable report format to aid decision-making. 5.5. Conclusions drawn are based on reasoned argument and appropriate evidence.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• determine the type and extent of data to be collected • access and collate data • evaluate data • manage and retrieve data • analyse the data • interpret the data • follow safe work practices • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use numeracy skills to estimate, calculate and record complex workplace measures • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• data collection techniques and procedures • data recording and evaluation techniques • data analysis and interpretive techniques • data storage and retrieval methods • data reporting methods.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and	The evidence required to demonstrate competency in this

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify data requirements and establish sampling and data collection techniques • collect and collate data using standardised recording sheets and systems • review sampling and data collection techniques based on validity and reliability of the data • manage data to facilitate retrieval and analysis • analyse data using appropriate statistical and analytical techniques • draw conclusions based on reasoned argument and appropriate evidence • produce a report in required format with information and data presented to support decision making.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Data may include:	• primary and secondary sources including: • field work and trials • research materials • published books • academic reports • industry reports • colleagues • computer software • internet • newspapers • photographic data

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RANGE STATEMENT	
	• journals • industry publications • industry specialists and experts.

Unit Sector(s)

Unit sector	Work

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCWRK503A Prepare reports

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of preparing comprehensive reports for a rural, horticultural or land management setting and defines the standard required to: identify the purpose of the report and verify it with the client; conduct research and compile information; draw conclusions from research supported by reasoned argument and supporting information; make recommendations if required and reference to information and conclusions; produce a correctly formatted report document that uses appropriate language and terminology, is arranged in a logical order, and provides details on information sources and consultation.

Application of the Unit

Application of the unit	This unit applies to enterprise or project managers for a rural, horticultural or land management enterprise or project. The task is carried out independently with access to technical information and support where required.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Research material	1.1. Topic of the report is identified and described. 1.2. Sources of information are determined. 1.3. Information appropriate to the task is collected and organised according to enterprise standards.
2. Evaluate information	2.1. Information collected is relevant and sufficient to provide a full report. 2.2. Where information is unclear or difficult to understand, clarification and assistance is sought. 2.3. Where available information is inadequate, additional information is obtained. 2.4. Information is assessed for its validity and reliability, and is organised into a suitable form to aid decision-making. 2.5. Conclusions drawn from relevant information are based on reasoned argument and appropriate evidence.
3. Produce a document	3.1. Language is applicable to the task and audience. 3.2. The document is organised logically, is structured and balanced according to purpose, audience and

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ELEMENT	PERFORMANCE CRITERIA
	context. 3.3. The document is formatted and presented according to business and enterprise standards. 3.4. Conclusions reached reflect the stated objectives of the report. 3.5. Preparation is completed within the specified timeframe. 3.6. Enterprise and Occupational Health and Safety (OHS) requirements and procedures are followed.
4. Deliver an oral presentation	4.1. Language is applicable to the task and audience. 4.2. Presentation is organised logically, is structured and balanced according to purpose, audience and context. 4.3. Concise and well presented support materials are used in oral presentations to reflect industry standards. 4.4. Efficient time use allows clear presentation of the desired topic. 4.5. Oral presentation is delivered within a specified time.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- research material
- evaluate information
- use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record complex workplace measures
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• information and research sources • report structure and presentation • public presentation techniques and approaches.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • identify the purpose of the report and verify it with the client • conduct research and compile information • draw conclusions from research supported by reasoned argument and supporting information • make recommendations if required and reference to information and conclusions • produce a correctly formatted report document that uses appropriate language and terminology, is arranged in a logical order, and provides details on information sources and consultation.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	

Reports may include:	• a range of sources of information that reports may be based on including:
	  • field work
	  • research materials
	  • published books
	  • academic reports
	  • industry reports
	  • colleagues
	  • computer software
	  • internet
	  • newspapers
	  • journals
	  • industry publications
	  • industry specialists and experts.

Unit Sector(s)

Unit sector	Work

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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AHCWRK603A Design and conduct a field-based research trial

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of designing and conducting field-based research trials and defines the standard to: establish sound research parameters that enables achievable results; conduct research consistent with recognised scientific practice; analysis and reporting reflects the scope and consequences of the project.

Application of the Unit

Application of the unit	This unit applies to designing and conducting field-based research trials.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Design the trial	1.1. Problems and/or opportunities that support undertaking a trial are identified and the trial subject and projected outcomes are defined according to enterprise guidelines, market research, client requirements, cost analysis and cost benefits to the enterprise. 1.2. Research into available evidence is undertaken to establish the performance criteria of the subject, product or treatment to be trialled and the trial design. 1.3. Trial sites are located according to trial design requirements and enterprise capabilities, and site factors are identified and incorporated into the trial design. 1.4. Approvals and/or permits required to conduct the trial are identified and obtained. 1.5. Data collection and recording specifications are established according to the trial design, and proper conventions and controls are followed to satisfy statistical audit requirements and eliminate variables according to sound clinical practice.
2. Prepare to conduct the trial	2.1. Occupational Health and Safety (OHS) hazards associated with the implementation of the trial are identified, risks assessed and controls developed according to enterprise guidelines, costed and documented in the trial design. 2.2. Environmental implications associated with implementation of the trial are identified and documented in the trial design.

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Materials, tools, equipment and machinery required for the trial are identified, costed, and availability confirmed with suppliers, contractors and appropriate personnel. 2.4. Trial sites are established and prepared for implementation of the trial according to the specifications of the trial design. 2.5. Detailed trial site plans, trial specifications and trial procedures are documented clearly and comprehensively in the trial design.
3. Conduct the trial	3.1. Staged data collection is undertaken throughout the course of the trial according to the specifications of the trial design. 3.2. Trial implementation is monitored for accuracy, compliance to the trial design and out-of-specification procedures or events. 3.3. All monitoring and trial data is recorded faithfully, promptly and accurately according to the specifications of the trial design.
4. Assess practical application of trial outcome	4.1. Statistical auditing is undertaken for the trial outcomes, and proper conventions and controls are followed to eliminate variables according to sound clinical practice. 4.2. Conclusions are drawn from relevant information and are based on appropriate evidence and reasoned arguments. 4.3. Trial outcomes are assessed for practical application, based on conclusions drawn from the trial and according to enterprise guidelines and industry best practice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• research and evaluate information • calculate the cost and spatial and logistical requirements of components of the trial

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REQUIRED SKILLS AND KNOWLEDGE
• enter, analyse and organise data in a mathematically sound and accurately graphed, charted or tabled representation, consistent with the trial design • comply with legislative requirements • use literacy skills to fulfil job roles as required by the organisation. The level of skill may range from reading and understanding documentation to completion of written reports • use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
• growth habits, physiological properties and taxonomic specification of animals/plants involved in the trial • physical and biochemical properties of products involved in the trial • properties and current, best practice application of treatments involved in the trial • scientific and mathematical trialling, data collection, processing and analytical techniques and procedures • auditing and reporting procedures • the enterprise business and marketing plans • enterprise work team management guidelines • bio-ethics (where animals are involved in the trial).

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

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EVIDENCE GUIDE	
	• establish sound research parameters that enables achievable results • conduct research consistent with recognised scientific practice • analysis and reporting reflects the scope and consequences of the project.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Trial subjects may include:	• individual animal or plant species or cultivars • specified products, and treatments or applications whose performance or responses are measured in relation to defined performance criteria. Note: The involvement of animals in a research trial may be covered by duty of care provisions in Animal Welfare Acts and codes of practices dealing with animal ethics.

Unit Sector(s)

Unit sector	Work

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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BSBADM311A Maintain business resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of business resources and their maintenance to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Advise on resource requirements	1.1. Calculate estimates of future and present ***business resource needs*** in accordance with ***organisational requirements*** 1.2. Ensure advice is clear, concise and relevant to achievement of organisational requirements 1.3. Provide information on the most economical and effective choice of equipment, materials and suppliers 1.4. Identify resource shortages and possible impact on operations
2. Monitor resource usage and maintenance	2.1. Ensure resource handling is in accordance with established organisational requirements including ***occupational health and safety requirements*** 2.2. Use ***business technology*** to monitor and identify the effective use of resources 2.3. Use consultation with individuals and teams to facilitate effective decision making on the appropriate allocation of resources 2.4. Identify and adhere to relevant ***policies regarding resource use*** in the performance of operational tasks 2.5. Routinely monitor and compare resource usage with estimated requirements in budget plans
3. Acquire resources	3.1. Ensure acquisition and storage of resources is in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational requirements, is cost effective and consistent with organisational timelines 3.2. Acquire resources within available time lines to meet identified requirements 3.3. Review ***resource acquisition processes*** to identify improvements in future resource acquisitions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to read and understand organisation's policies and procedures; to write simple instructions for a particular routine task • evaluation skills to diagnose faults and to monitor resource usage • problem-solving skills to determine appropriate fault repair actions • numeracy skills to calculate resource expenditure • technology skills to select and use technology appropriate to a task.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety (OHS)
• organisational resource acquisition policies, plans and procedures
• functions of a range of business equipment
• organisational procedures for record keeping/filing systems, security and safe recording practices.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • collecting and recording data on resource use • observing resource use over defined and operational timeframes • carrying out routine maintenance • knowledge of organisational resource acquisition policies, plans and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation estimating future and present business resource needs • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of equipment maintenance procedures • review of information provided on the most economical and effective choice of equipment, materials and suppliers • evaluation of documentation reviewing resource acquisition processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Business resources may include:	• equipment • facilities • human resources • raw materials • software • stock and supplies
Organisational requirements may include:	• access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • management and accountability channels • manufacturer's and operational specifications • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • security and confidentiality requirements
Occupational heath and safety requirements may include:	• decision making delegations • equipment use • first aid kit • medical attention • reporting requirements • site access
Business technology may include:	• computer applications • computers • modems • personal schedules • photocopiers
Policies regarding resource use	• budgeting limits

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RANGE STATEMENT	
may include:	• ordering procedures • purchasing authorities • recruitment and personnel • time management • transport/travel policies
Resource acquisition processes may include:	• contracted supplier ordering • internal approvals • non-tendered processes • periodic forecasts • tendered processes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADM407B Administer projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes performance outcomes, skills and knowledge required to perform the activities associated with the administrative aspects of a project, such as measurement, monitoring, reporting, and winding up the project on completion. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The unit focuses on the administration requirements within any project undertaken under the supervision of an experienced project manager. The administrative skills are applied within the context of a project environment. The unit does not apply to project managers or specialist project managers. For specialist project managers, the units of competency in the Project Management competency field will be applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan project administration	1.1. Identify and record the purpose, scope and objectives of ***projects*** 1.2. Develop project plans identifying project activities and ***key administrative milestones*** and timelines in accordance with the ***requirements of the project brief*** / ***contract*** and in consultation with stakeholders 1.3. Identify and address factors that affect timeframes in project planning to ensure timeframes are realistic and achievable 1.4. Link project budgets to key outcomes within projects and incorporate reporting mechanisms to ensure payments are made / received as outcomes are achieved 1.5. Identify ***monitoring and reporting arrangements*** for project activities and budgets within project plans in accordance with organisational, statutory and auditing requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Coordinate project administration	2.1. ***Allocate*** and monitor tasks and resources in accordance with project requirements 2.2. Detail project ***expenditure*** in financial control systems, and monitor against project budgets in accordance with project plan 2.3. ***Monitor*** project timeframes and milestones and report to designated person/s in accordance with organisational requirements 2.4. Maintain project records in accordance with project and organisational requirements
3. Finalise and review project administration	3.1. Identify and complete ***procedures for winding up projects*** in accordance with statutory, organisational and auditing requirements 3.2. Review project administration against project plan and ***measure*** and report ***outcomes*** in accordance with organisational and task requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to interpret organisation's goals for the project; write clear and detailed instructions organised sequentially; and identify administrative activities of project
- communication skills to consult with project members; listen and respond constructively; listen to a range of material and process information in a systematic way, including evaluative comments on how these ideas may be applied to a group; and define and monitor objectives of the project group
- problem-solving skills to propose solutions from a range of possible solutions
- research skills to select categories by which to organise information and assess information for relevance, accuracy and completeness
- numeracy skills to forecast and predict timelines; interpret, compare and calculate with money; and use estimation to check calculations and outcomes
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

Required knowledge

- relevant legislation from all levels of government that may affect aspects of

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REQUIRED SKILLS AND KNOWLEDGE
business operations, such as: • anti-discrimination legislation • ethical principles • codes of practice • privacy laws • environmental issues • OHS • organisational policies and procedures • organisational structure, and lines of authority and communication within the organisation • planning tools • budgeting strategies for projects • techniques for project planning and setting milestones.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • integrated demonstration of all elements of competency and their performance criteria • construction of charts; use of project planning tools to assist with project monitoring • monitoring of timelines, milestones and budgets.
Context of and specific resources for assessment	Assessment must ensure access to: • workplace project documentation • relevant enterprise policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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EVIDENCE GUIDE	
	• observation of presentations • oral or written questioning to assess knowledge • review of project administrative arrangementswithin project plans • evaluation of project monitoring processes and reports • evaluation of the outcomes of the administrative processes applied within several projects.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Projects may include:	• internal (eg newsletter) • external (eg contracted by external client) • small • large • complex (eg feasibility study)
Project activities may include:	• coordinating staff • ensuring tasks are carried out • communicating advice/information to team • meetings, including preparation of minutes, papers and reports • preparing project plan • preparing project documentation • monitoring financial arrangements • processing invoices • monitoring timelines • monitoring progress

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RANGE STATEMENT	
Key administrative milestones may relate to:	• contract requirements • developing a work plan • use of project planning software • timelines • progress reports • achievement of key tasks/project phases • measurement / achievement of set outcomes • completion of tasks • completion of contract phases/requirements
Requirements of the project brief / ***contract*** may include:	• project scope • performance standards • agreed timelines • goals and objectives • names of parties bound by contract • payment issues • project description • completion requirements • timelines • staffing • ownership of materials • indemnity and insurance
Monitoring and reporting arrangements may include:	• team reports • project control chart • control point chart • milestone chart • budget control chart
Allocating tasks and resources may include:	• identifying tasks to be completed in order to achieve project outcomes • prioritising and scheduling tasks • breaking tasks into sub-tasks • arranging tasks into groups • facilitating team involvement in task allocation • assisting to identify team skills and skills gaps • allocating responsibility • assessing workloads • matching skills to tasks • delegating tasks • budget constraints • necessary documents and reference material • identifying resources required

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RANGE STATEMENT	
Expenditure may include:	• budget considerations • allocated costs • capital expenditure • labour costs • cost of materials and supplies • overhead costs • sub-contractor costs
Monitored timeframes and milestones may include and/or require:	• project progress • performance • communication with team members • coordination of team meetings • feedback sessions • solving problems/issues • facilitating change to project plan
Procedures for winding up projects may include:	• 'signing off' on project completion/delivery of project outcomes • evaluation and review of actual costs compared to budgeted costs • auditing • formal reporting
Measured outcomes may include:	• project objectives • project outcomes • benchmarks • standards • key performance indicators • project monitoring process • achievement of timelines • costs

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADM409A Coordinate business resources

Modification History

Release	Comments
Release 2	New release of this unit released with *version 6 of BSB07* Business *Services Training Package*. • Inclusion of 'environmental sustainability business practices and standards' in the Range Statement

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to determine and analyse existing and required resources, their effective application and the accountability for their use.

Application of the Unit

This unit applies to individuals with a broad knowledge of business resources who contribute well developed skills and knowledge to ensure adequate resources are available to perform the work of the organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine resource requirements	1.1. Determine ***resource requirements*** in accordance with business and operational plans, and ***organisational requirements*** 1.2. Provide opportunities to individuals and workgroups to contribute to the identification of resource requirements 1.3. Ensure resource expenditure is realistic and makes efficient use of available budget resources 1.4. Present recommendations on resource requirements in the required format, style and structure using relevant ***business equipment and technology***
2. Acquire and allocate resources	2.1. Acquire physical resources and services in accordance with organisational requirements 2.2. Check resources to ensure quality and quantity, in line with service agreements 2.3. Allocate resources promptly to enable achievement of workgroup objectives 2.4. Ensure consultation with individuals and teams on allocation of resources is participative and is conducted using ***appropriate interpersonal skills***
3. Monitor and report on resource usage	3.1. Measure effectiveness of resource planning, and assess against actual costs, identified shortfalls and surpluses 3.2. Develop and implement methods of monitoring resource use to enable timely and accurate reporting against business and operational plans 3.3. Identify improvements in resource planning through consultation and ***feedback***, and implement in accordance with organisational requirements 3.4. Maintain ***records*** concerning equipment and

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ELEMENT	PERFORMANCE CRITERIA
	resource purchases, in accordance with organisational requirements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to request advice, to receive feedback and to work with a team
- literacy skills to draft complex reports and to display logical information on resource usage
- numeracy skills to interpret, compare and calculate resource usage costs
- planning skills to schedule and track resource use and availability.

Required knowledge

- common equipment faults
- functions of a range of business equipment
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS)
- organisational policies, plans and procedures
- record management processes and techniques related to maintenance schedules.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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competency in this unit	• monitoring resource usage to determine resource needs • maintaining records of resource requirements • calculating costs and expenditures in relation to use and maintenance of business resources • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of records relating to business resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of recommendations on resource requirements • review of records concerning equipment and resource purchases • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of functions of a range of business equipment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Resource requirements may include:	• human resources • location/premises • OHS resources

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	• plant/machinery • raw materials • refurbishment • staff amenities • stock and supplies • storage space • technological equipment/software • training materials
Organisational requirements may include:	• access and equity principles and practices • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • management and accountability channels • manufacturers' and operational specifications • OHS policies, procedures and programs • environmental sustainability business practices and standards • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • reporting requirements • security and confidentiality requirements
Business equipment and technology may include:	• answering machine • binder • computer • fax machine • photocopier • printer • shredder • telephone
Appropriate interpersonal skills may include:	• clarity of language • consultation methods, techniques and protocols • seeking feedback from group members to confirm understanding • summarising and paraphrasing • using appropriate body language
Feedback sources may include:	• customer/client response data • employee data

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	• equipment meter readings • financial forecasts • sales orders • suppliers' invoices
Records may include:	• computerised or manual • financial statements • invoices • maintenance schedules • order forms • petty cash forms • purchase orders • stock list and inventory control

Unit Sector(s)

Administration - General Administration

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BSBADM502B Manage meetings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for meetings	1.1. Develop ***agenda*** in line with stated ***meeting purpose*** 1.2. Ensure style and structure of meeting are appropriate to its purpose 1.3. Identify meeting participants and notify them in accordance with organisational procedures 1.4. Confirm ***meeting arrangements*** in accordance with requirements of meeting 1.5. Despatch ***meeting papers*** to participants within ***designated time lines***
2. Conduct meetings	2.1. Chair meetings in accordance with organisational requirements, agreed ***conventions*** for type of meeting and ***legal and ethical requirements*** 2.2. Conduct meetings to ensure they are focused, time efficient and achieve outcomes 2.3. Ensure meeting facilitation enables participation, discussion, problem-solving and ***resolution*** of issues 2.4. Brief minute taker on method for recording meeting

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ELEMENT	PERFORMANCE CRITERIA
	notes in accordance with organisational requirements and conventions for type of meeting
3. Follow up meetings	3.1. Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting, and are formatted in accordance with organisational procedures and meeting conventions 3.2. Distribute and ***store minutes*** and other follow-up documentation within designated time lines, and according to organisational requirements 3.3. Report outcomes of meetings as required, within designated time lines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - participate in sustained complex interpersonal exchanges and to interact with others
  - listen to, incorporate and encourage feedback
  - conduct oral presentations to a group, to consult participants and to answer questions
  - manage and work with a group to construct an action plan
  - chair meetings
- literacy skills to:
  - categorise and organise information
  - assess information for relevance and accuracy
  - identify and elaborate on key agenda items and source additional information
- numeracy and time management skills to allow for sufficient meeting preparation
- problem-solving skills to choose appropriate solutions from available options.

Required knowledge

- culturally appropriate techniques to communicate with people from diverse backgrounds and people with diverse abilities
- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:

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REQUIRED SKILLS AND KNOWLEDGE
• anti-discrimination legislation • ethical principles • codes of practice • privacy laws • copyright • occupational health and safety • formats for minutes and agendas • group dynamics • meeting terminology, structures, arrangements and responsibilities of chairperson • organisational procedures and policies regarding meetings, chairing and minutes.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying conventions and procedures for formal and informal meetings • chairing meetings in relation to agreed agendas.
Context of and specific resources for assessment	Assessment must ensure: • access to reference material in regard to meeting venues, catering, transport suppliers • access to names and contacts for meeting participants • access to office supplies and equipment • access to computers and relevant software.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • review of minutes, agendas and other communication • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Agendas may include:	• correspondence • date, time and location of meeting • date of next meeting • general business • major agenda items • matters or business arising from the minutes • minutes of the previous meeting • reports • statement of the meeting's purpose • welcome
Meeting purpose may include:	• discussion forum for internal or external clients • planning and development of a project • progress of a project • range of business items • setting of enterprise or team goals
Meeting arrangements may include:	• booking an appropriate venue • deciding on process for recording of meeting • establishing costs and operating within a budget

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RANGE STATEMENT	
	• identifying any specific needs of participants • organising accommodation and transport • organising appropriate communication technology • organising catering • organising a minute taker • preparing relevant documentation for participants • scheduling date and time for the meeting
Meeting papers may include:	• agenda • chairperson's report • correspondence • draft documentation • financial reports • itemised meeting papers • notice of meeting • previous minutes • research reports
Designated time lines may include:	• contractual obligations • formal timeframe set by the organisation • informal timeframe set by the administrative organiser • project time lines • statutory requirements (e.g. for annual general meetings) • timeframe decided by participants
Conventions may include:	• casting vote for chairperson • conflict of interest provisions • consensus required • informal discussion • majority of members to agree • moving and seconding formal motions • quorum requirements • restricting discussion to agenda items • speaking through the chairperson • time limit on speakers • waiting to be recognised by the chairperson • voting procedures
Legal and ethical requirements may include:	• codes of practice • legislation relating to companies and

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RANGE STATEMENT	
	associations • requirements for public meetings
Resolution may include:	• agreeing on a course of action • deferring decisions to another meeting
Storage of minutes and other documentation may include:	• authorised access • electronic storage in folders, sub-folders, disk drives, CD-ROM, USBs, tape or server back-up • file names according to organisational procedure • file names which are easily identifiable in relation to the content • file and folder names which identify the operator, author, section, date • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security
Minutes may include:	• meeting details (e.g. title, date, time, location) • action items • agenda items • apologies and attendees • approval of the record of previous minutes • correspondence • date of the next meeting • formatting from previous minutes • lists rather than complete sentences • matters arising from the previous meetings • names of absent and attending participants • organisation templates • other business • reports • welcome

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADM504B Plan or review administrative systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan or review the requirements of effective administration systems and procedures for implementing, monitoring and reviewing the system. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to plan or review administrative systems. They may work as senior administrative staff or may have been delegated responsibility for planning or reviewing administrative systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan or review administration systems	1.1. Identify ***requirements*** of, or modifications to, ***administration system*** through consultation with ***system users*** and other stakeholders in accordance with organisational and budgetary requirements 1.2. Obtain quotations from ***suppliers***/***developers*** of system in accordance with organisational policy and procedures 1.3. Make selection of supplier or developer in accordance with organisational policy and procedures
2. Implement new or modified administration system	2.1. Identify and develop ***implementation strategies*** in consultation with staff 2.2. Encourage staff to participate in all stages of the implementation process 2.3. Implement system in accordance with organisational requirements 2.4. Define and ***communicate*** procedures for using the system to staff 2.5. Provide ***training and support for staff*** on the use of the new or modified system 2.6. Deal with ***contingencies*** to ensure minimal impact on users
3. Monitor	3.1. ***Monitor*** system for usage, ***security*** and output in

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ELEMENT	PERFORMANCE CRITERIA
administration system	accordance with organisational requirements 3.2. Modify system to meet ***changing needs*** in accordance with organisational requirements 3.3. Clearly identify ***further modifications*** and notify users 3.4. ***Monitor staff training needs*** and train new staff on administration system

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to recommend alternative ways of completing tasks, to discuss changes in routines and procedures, and to monitor and define objectives
- literacy skills to write detailed procedural text, including alternative courses of action
- planning and organising skills to implement system smoothly with a minimum of disruption, to anticipate modifications, to plan system overhauls and to allow sufficient time for training
- problem-solving skills to choose appropriate solutions from a range of possible solutions, to use processes flexibly and interchangeably, and to anticipate problems and modify systems accordingly
- research skills to assemble evidence and to evaluate information for accuracy and relevance.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - copyright
  - occupational health and safety
- organisational policies and procedures relating to the tasks required.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documenting requirements or modifications to administration system • developing appropriate activities to support system implementation • working with staff to identify system improvements.
Context of and specific resources for assessment	Assessment must ensure: • access to organisational policy and procedure manuals, reference materials and appropriate equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
System ***requirements*** may include:	• components of the system • number and type of users • organisation/staff requirements • purpose and nature of system • purpose and nature of organisation • size of system • skills of existing staff • staff training needs • type of system • work practices
Administration system may include:	• electronic system • paper-based system
System users may include:	• casual personnel • external clients • organisation's personnel
Suppliers/***developers*** may include:	• administration system consultants • computer/software suppliers • efficiency consultants • equipment suppliers • information technology technicians • information technology trainers • internal staff/clients • office equipment suppliers
Implementation strategies may include:	• boosting staff confidence • change management strategies • changing team/organisational culture • ensuring system functions correctly • external consultants • informing relevant persons • modifying system • providing staff training/information sessions • re-defining staff roles • re-distributing office tasks • team goal setting • temporary reduction of workload • testing • trialling

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RANGE STATEMENT	
Communicating procedures may include:	• email messages • facsimile messages • internal newsletter • meetings • office memorandum • photocopied instructions • professional development time • training days
Training and support for staff may include:	• coach, mentor and/or buddy systems • online tutorials • on-the-job trainers • professional development • skills assessment • training handbooks • videos
Contingencies may include:	• loss of staff confidence • need for additional training • need to modify system • temporary reduction of work output
Monitoring of system may include:	• extra administrative support and back-up • feedback from internal/external client/s • observation by trained technician/s • utilising monitoring tools and processes
Security may include:	• confidentiality agreements • passwords • safeguards against computer viruses
Changing needs may include:	• change in the nature and purpose of the system/organisation • change in user requirements • growth or decline in system size • technological advances in administration systems
Further modifications may relate to:	• additional equipment, training • negotiation of timeframes for system implementation • redefinition of administrative roles and duties • specialised software
Monitoring staff training needs may include:	• ongoing assessment of staff skills • ongoing feedback opportunities

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RANGE STATEMENT	
	• providing professional development opportunities

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBATSIC411C Communicate with the community

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required for board members to work in partnership with the community, including other organisations, in order to meet community needs and involve people in the organisation and its activities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who need to communicate with the community in their role as a member of a board of governance of an Aboriginal and Torres Strait Islander organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect information from the community	1.1. Convene a ***community forum*** 1.2. Use formal and informal community networks to share information 1.3. Encourage, respect and record community contributions 1.4. Follow organisational policies and procedures for confidential information
2. Provide information to the community about the organisation's activities and board decisions	2.1. Provide information to the community about the organisation's activities according to established ***protocols*** 2.2. ***Advise the community*** regularly of board decisions and the reasons behind them
3. Identify issues jointly with the community	3.1. Raise and discuss issues of importance with the community 3.2. Invite ***individuals and groups*** affected by issues to participate in community forums 3.3. Gather background information through relevant networks
4. Identify options with the community	4.1. Discuss and evaluate options for action with the community 4.2. Identify preferred options 4.3. Convey information on issues and preferred options

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ELEMENT	PERFORMANCE CRITERIA
	to the board 4.4. Convey the board's response to the community

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• communication and teamwork skills to:
  • work cooperatively with community members, other board members, staff and key stakeholders
  • ensure the views of all relevant members of the community are heard and treated with respect
• culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
• evaluation and decision-making skills to review and assess information
• facilitation skills to assist the community to voice opinions and evaluate options
• networking skills to encourage participation in meetings and keep the community informed
• problem-solving skills to identify and manage potential areas of conflict
• skills required to convey information to the board and the community

Required knowledge
• community consultation methods • concept of community control of organisations and how it may impact on the need to communicate with the community • cultural context in which Aboriginal and Torres Strait Islander boards operate, including their role in upholding traditional and cultural values, and how that can impact on methods of communication with the community • effective communication strategies for sharing information with individuals and groups • geographic,social, economic and political contexts in which particular organisations operate and how these may impact on communication methods • information gathering, analysis and presentation methods • organisationalpolicies and procedures in relation to communicating with community and maintaining confidentiality of information • relevant protocols and cultural responsibilities when communicating with community

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • effectively communicate with the community • gather information from community consultations • present information in an appropriate format for the community.
Context of and specific resources for assessment	Assessment must ensure: • access to examples of issues considered by boards of governance, including community feedback • access to examples of relevant documents • knowledge and performance are assessed over time to confirm consistency in performance • participation on an actual or simulated board.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of feedback from the community and stakeholders about performance • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with reflection of on-the-job board performance by the candidate • observation of performance on a board or simulated board • observation of performance at a community meeting or simulated community meeting • observation of performance in role plays • observation of presentations and group discussions • oral or written questioning to assess knowledge.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is

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EVIDENCE GUIDE	
	recommended, for example: • BSBATSIM416A Oversee organisational planning • BSBRES401A Analyse and present research information.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Community forums:	• may include:
	  • community meetings
	  • focus groups
	  • open house
	  • social events
	  • workshops
	• may involve:
	  • external stakeholders
	  • particular groups within the community
	  • specific or specialised expertise
	  • the whole community.

Protocols for information sharing may relate to:	• confidentiality and privacy • gender issues • land matters.
Methods of ***advising the community*** may include:	• community meetings • community noticeboards • consultations • forums • networks • newsletters, notices and other documents presented in a way that will be understood by the community • open board meetings

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RANGE STATEMENT	
	• open days • site visits.
Individuals and groups may include:	• Elders • traditional owners • government departments • individuals and groups representing other organisations and networks within the community • women • young people.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - ATSI governance

Co-requisite units

Co-requisite units		

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BSBAUD402B Participate in a quality audit

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare for and participate in a quality audit as a member of a quality audit team. The process includes reviewing designated documentation; identifying and developing checklists and audit related documentation; preparing audit schedules; gathering, analysing and evaluating information; and reporting findings to the lead auditor. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in a team audit environment who analyse and evaluate information from a variety of sources to provide solutions to auditing issues, including unpredictable quality auditing problems. The types of audit may include an external or internal systems audit or process or product/service audit. A broad knowledge of quality auditing is required for this unit. Leading an audit team is addressed by BSBAUD503B Lead a quality audit.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Review auditee documentation	1.1. Where applicable, review auditee's previous quality audits to establish possible impact on the conduct of the current audit 1.2. Request relevant organisational documents from auditee, and review and check the adequacy of these documents 1.3. Amend reviewed documents, and determine and source any further documentation required 1.4. Resolve issues which arise with auditee and relevant parties
2. Participate in developing audit schedules	2.1. Access or prepare appropriate checklists/tools and audit related documentation 2.2. Confirm schedules and required resources with auditee before beginning auditing activities

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Anticipate possible issues and outline strategies to address these issues, should they arise 2.4. Ensure preparation activities and documentation correspond to the ***audit plan*** 2.5. In consultation with auditing team, determine appropriate ***methods and techniques*** 2.6. Assist lead auditor in creating entry and exit meeting agendas
3. Gather and analyse information	3.1. Access a range of potential ***sources of information*** 3.2. Collect and make an initial assessment of ***sample documentation*** 3.3. Interview ***appropriate persons*** in relation to ***relevant documentation*** 3.4. Identify and report patterns, trends, interrelationships and areas of risk 3.5. Identify aspects of the audit that require the use of specialists and request appropriate assistance
4. Evaluate information	4.1. Evaluate information against prescribed benchmarks 4.2. Form a defensible opinion as to the meeting of these benchmarks by the auditee 4.3. Ensure opinions are formed from and supported by available information
5. Report findings	5.1. Formulate findings and prepare a corrective action report if discrepancies or non-compliances are detected 5.2. Examine results/findings against audit objectives and present to lead auditor 5.3. Report recommendations for improvements as applicable
6. Participate in exit meeting	6.1. Prepare for exit meeting 6.2. Ensure reporting arrangements are agreed upon and documented during the meeting 6.3. Ensure context and consequences of audit are explained, and follow-up is discussed

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to listen to clients and other audit team members and to clarify points with them as necessary
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- interpersonal skills to establish rapport with clients and to liaise with other audit team members
- literacy skills to read, write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- organisational and time management skills to sequence tasks, meet timelines and arrange meetings
- problem-solving skills to identify any issues that have the potential to impact on the auditing process or outcome and to develop options to resolve these issues when they arise
- teamwork skills
- technology skills to use a range of equipment required to conduct quality auditing activities.

Required knowledge

- auditing codes of practice or ethics
- auditing methods and techniques
- auditing regulations and standards including:
  - AS/NZS ISO 9000:2006 Quality management systems - Fundamentals and vocabulary
  - AS/NZS ISO 19011:2003 Guidelines for quality and/or environmental management systems auditing
- current audit practices
- industry products and/or services
- quality auditing principles and techniques
- relevant legislation affecting business operation, including appropriate occupational health and safety, environmental, and privacy legislation
- terminology relating to quality auditing.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparation of multiple audit plans for a range of quality audits containing information on the audit schedule, proposed activities, methods, and techniques; risk analysis and proposed treatment of identified risks; entry and exit meeting agendas • participation in audits as a member of an audit team • gathering of data and information by a variety of methods • knowledge of relevant legislation and national standards • developing a comprehensive report for the exit meeting, which analyses findings and information gathered to arrive at the findings.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace undertaking a quality audit or a simulated workplace environment • access to workplace documentation including previous quality audit reports, checklists, risk management plans and audit plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence by third party workplace reports of on-the-job performance by the candidate • demonstration of quality auditing techniques • observations of participation in exit meetings • oral or written questioning to assess knowledge of audit preparation activities • assessment of organisational documentation reviewed for the audit • analysis of reports developed - with clear, comprehensive findings • observation of performance in role plays.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other quality auditing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Audit plan may include:	• audit requirements and/or identification of relevant quality system documentation • auditee provision of personnel for audit • confidentiality requirements • contingency actions • distribution of reports • entry meeting • exit meeting • follow-up procedures • measurement criteria • reporting procedures • resource requirements • safety of auditors • sampling techniques • scope and objectives of audit • time lines and schedules
Methods and techniques may include:	• advanced management information systems • analysis • determining information flows • evaluating the effectiveness of system controls • questioning • sampling • scanning • tracing • trend analysis

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RANGE STATEMENT	
Sources of information may include:	• activities • internal documentation • interview results • records, such as meeting minutes, reports or log books • reports from external sources, such as external laboratory reports and vendor ratings
Appropriate persons may include:	• persons from different levels within the auditee's organisation such as management, administrative personnel and work floor personnel • persons performing activities or tasks under consideration in the audit process
Sample documentation may include:	• documented procedures • log books • meeting minutes • previous audit reports • reports • reports from external sources • systems specifications • test results • user requirements definitions • work instructions
Relevant documentation may include:	• audit procedures • checklists • forms for documenting conformance and non-conformance evidence • forms for recording information • organisational charts • previous audit reports • quality standards • records of meetings • sampling plans defined in documented procedures or in audit plan • schedules

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Quality Auditing

Co-requisite units

Co-requisite units		

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BSBCMM401A Make a presentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training, promotions, etc. They contribute well developed communication skills in presenting a range of concepts and ideas.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare a presentation	1.1. Plan and document presentation approach and intended outcomes 1.2. Choose ***presentation strategies***, ***format and delivery methods*** that match the ***characteristics*** of the target audience, location, resources and personnel needed 1.3. Select ***presentation aids***, ***materials*** and ***techniques*** that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas 1.4. Brief others involved in the presentation on their roles/responsibilities within the presentation 1.5. Select ***techniques to evaluate presentation effectiveness***
2. Deliver a presentation	2.1. Explain and discuss desired outcomes of the presentation with the target audience 2.2. Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas 2.3. Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes 2.4. Use persuasive communication techniques to secure audience interest 2.5. Provide opportunities for participants to seek

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ELEMENT	PERFORMANCE CRITERIA
	clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences 2.6. Summarise key concepts and ideas at strategic points to facilitate participant understanding
3. Review the presentation	3.1. Implement ***techniques to review the effectiveness*** of the presentation 3.2. Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation 3.3. Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- facilitation and presentation skills to communicate central ideas of a message in an informative and engaging manner, and to utilise verbal and non-verbal techniques to sustain participant engagement
- literacy skills to prepare presentation information and to write in a range of styles for different target audiences.

Required knowledge

- data collection methods that will support review of presentations
- industry, product/service
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety

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REQUIRED SKILLS AND KNOWLEDGE
• principles of effective communication • range of presentation aids and materials available to support presentations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparation, delivery and evaluation of the effectiveness of at least two presentations related to the candidate's occupation or area of interest • knowledge of the principles of effective communication.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment, documentation and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of preparation, delivery and evaluation of a presentation • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • review of selected presentation aids, materials and techniques • review of briefing provided for others involved in the presentation • evaluation of techniques implemented to review the effectiveness of the presentation.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other general administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Presentation strategies may involve:	• case studies • demonstration • discussion • group and/or pair work • oral presentations • questioning • simulations and role-play
Presentation format and delivery methods may include:	• advertising copy • audio • direct marketing copy • individual presentation • public relations copy • scripts • storyboards • team presentation • verbal presentation • video • visuals
Characteristics may include:	• age • cultural and language background • educational background or general knowledge • gender • language, literacy and numeracy needs

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RANGE STATEMENT	
	• physical ability • previous experience with the topic
Presentation aids and materials may include:	• computer simulations and presentations • diagrams, charts and posters • models • overhead projector • paper-based materials • video and audio recordings • whiteboard

Presentation techniques may include:	• animation
	• comparative advertising
	• live action
	• music
	• signature elements such as:
	  • slogans
	  • logotypes
	  • packaging
	• sound effects
	• use of a guest speaker
	• use of black and white
	• use of colour
	• use of humour

Techniques to evaluate presentation effectiveness may include:	• action research • critical friends • focus group interviews • one-on-one interviews with participants and other personnel involve in the presentation • written feedback provided by participants

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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BSBCUS201B Deliver a service to customers

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0.* Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Replaces BSBCUS201A Deliver a service to customers

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback.

Application of the Unit

This unit applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of customer service in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Establish contact with customers	1.1 Acknowledge and greet ***customer*** in a professional, courteous and concise manner according to ***organisational requirements*** 1.2 Maintain personal dress and presentation in line with organisational requirements 1.3 Communicate using appropriate ***interpersonal skills*** to facilitate accurate and relevant exchange of information 1.4 Maintain sensitivity to customer specific needs and any cultural, family and individual differences 1.5 Establish rapport/relationship with customer and express a genuine interest in customer needs/requirements
2. Identify customer needs	2.1 Use appropriate questioning and active listening to determine customer needs 2.2 Assess customer needs for urgency to identify priorities for service delivery 2.3 Provide customer with information about available options for meeting customer needs and assist customer to identify preferred option/s 2.4 Identify personal limitations in addressing customer needs and seek assistance from ***designated persons*** where required
3. Deliver service to customers	3.1 Provide prompt customer service to meet identified needs according to organisational requirements 3.2 Provide information regarding problems and delays, and follow-up within appropriate timeframes as necessary 3.3 Communicate with customers in a clear, concise and courteous manner 3.4 Identify ***opportunities*** to enhance the quality of service and products, and take action to improve the service whenever

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	possible
4. Process customer feedback	4.1 Promptly recognise ***customer feedback*** and handle sensitively according to organisational requirements 4.2 Accurately record any feedback and communication between customers and the organisation according to organisational standards, policies and procedures 4.3 Identify any unmet customer needs and discuss suitability of other products/services 4.4 Support customers to make contact with other services according to organisational policies and procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to convey meaning clearly, concisely and coherently
- literacy skills to communicate with customers and to develop required product knowledge
- numeracy skills to interpret customer requirements and to meet customer needs
- problem-solving skills to deal with customer enquiries or complaints
- self-management skills to:
  - comply with policies and procedures
  - seek learning and development opportunities.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies and procedures relating to customer service and the customer service process.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrating all stages of customer service interactions • responding to customer feedback • demonstrating a range of interpersonal skills • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints and policies relating to customer service.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of customer service and communication techniques • review of information provided to customers about problems and delays, and customer follow-up • review of documentation recording feedback and communication between customers and the organisation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Customers may include:	• contacts from other organisations • external customers • internal customers • members of the public • patients • service users.
Organisational requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • following OHS procedures for dealing with customers • legal and organisational policies, guidelines and requirements • quality and continuous improvement processes and standards • quality assurance and/or procedures manual.
Interpersonal skills may include:	• listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarising and paraphrasing to check understanding of customer's message • using appropriate body language.
Designated persons may include:	• manager, supervisor or team leader • more experienced personnel with specific knowledge or information • staff from other work areas with particular product or service knowledge.
Opportunities may include:	• advice about warranties, guarantees or support services • packaging options • pricing options • procedures for delivery of goods or service • provision of product knowledge • systems for recording complaints.

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Customer feedback may be about:	• damaged goods or delivery problems • delays • invoicing errors • quality of customer service • quality of service provision.

Unit Sector(s)

Stakeholder Relations – Customer Service

Custom Content Section

Not applicable.

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BSBCUS301B Deliver and monitor a service to customers

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0* Revised unit. Performance criteria amended so that the learner is not required to 'incorporate evidence of customer satisfaction in decision to modify products or services'. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Replaces BSBCUS301A Deliver and monitor a service to customers

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify customer needs and monitor service provided to customers. Operators may exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over either a short or long term interaction.

Application of the Unit

This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Identify customer needs	1.1 Use ***appropriate interpersonal skills*** to accurately identify and clarify ***customer needs and expectations***
	1.2 Assess customer needs for urgency to determine priorities for service delivery according to ***organisational requirements***
	1.3 Use ***effective communication*** to inform customers about available choices for meeting their needs and assist in the selection of preferred options
	1.4 Identify limitations in addressing customer needs and seek appropriate assistance from ***designated individuals***
2. Deliver a service to customers	2.1 Provide prompt service to customers to meet identified needs in accordance with organisational requirements
	2.2 Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery
	2.3 Sensitively and courteously handle ***customer complaints*** in accordance with organisational requirements
	2.4 Provide assistance or respond to customers with ***specific needs*** according to organisational requirements
	2.5 Identify and use available ***opportunities*** to promote and enhance services and products to customers
3. Monitor and report on service delivery	3.1 Regularly review customer satisfaction with service delivery using ***verifiable evidence*** according to organisational requirements
	3.2 Identify opportunities to enhance the quality of service and products, and pursue within organisational requirements
	3.3 Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements

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	3.4 Regularly seek customer feedback and use to improve the provision of products and services 3.5 Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify trends and positions of products and services
- communication skills to monitor and advise on customer service strategies
- literacy skills to:
  - edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation
  - prepare general information and papers according to target audience
  - read and understand a variety of texts
- problem-solving skills to deal with customer enquiries or complaints
- technology skills to select and use technology appropriate to a task
- self-management skills to:
  - comply with policies and procedures
  - consistently evaluate and monitor own performance
  - seek learning opportunities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - financial legislation
  - occupational health and safety (OHS)
- organisational policy and procedures for customer service including handling customer complaints
- service standards and best practice models
- public relations and product promotion
- techniques for dealing with customers, including customers with specific needs.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying needs and priorities of customers • distinguishing between different levels of customer satisfaction • treating customers with courtesy and respect • responding to and reporting on, customer feedback • knowledge of organisational policy and procedures for customer service.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints • examples of documents relating to customer service standards and policies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of reports on customer service delivery • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of customer service strategies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Appropriate interpersonal skills may include:	• listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarising and paraphrasing to check understanding of customer message • using appropriate body language.
Customers may include:	• corporate customers • individual members of the organisation • individual members of the public • internal or external • other agencies.
Customer needs and expectations may include:	• accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organisation's products and services • returning organisation's products and services • specific information.
Organisational requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • defined resource parameters • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and

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	standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services.
Effective communication may include:	• giving customers full attention • maintaining eye contact, except where eye contact may be culturally inappropriate • speaking clearly and concisely • using active listening techniques • using appropriate language and tone of voice • using clear written information/communication • using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions) • using open and/or closed questions.
Designated individuals may include:	• colleagues • customers • line management • supervisor.
Customer complaints may include:	• administrative errors such as incorrect invoices or prices • customer satisfaction with service quality • damaged goods or goods not delivered • delivery errors • product not delivered on time • service errors • warehouse or store room errors such as incorrect product delivered.
Specific needs of customers may relate to:	• age • beliefs/values • culture • disability • gender • language • religious/spiritual observances.
Opportunities to promote and enhance services and products may include:	• extending time lines • packaging procedures • procedures for delivery of goods • returns policy • system for recording complaints • updating customer service charter.
Verifiable evidence may include:	• customer satisfaction questionnaires • audit documentation and reports

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	• quality assurance data • returned goods • lapsed customers • service calls • complaints.

Unit Sector(s)

Stakeholder Relations – Customer Service

Custom Content Section

Not applicable.

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BSBCUS401B Coordinate implementation of customer service strategies

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0.* Revised unit. Performance criteria amended so that the learner is not required to 'incorporate evidence of customer satisfaction in decision to modify products or services'. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Replaces BSBCUS401A Coordinate implementation of customer service strategies

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to advise on, carry out and evaluate customer service strategies, including the design of improvement strategies based on feedback. Operators may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Application of the Unit

This unit applies to individuals with a broad knowledge of customer service strategies who contribute well developed skills in addressing customer needs and problems.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Advise on customer service needs	1.1 Clarify and accurately assess ***customer needs*** using appropriate ***communication techniques***
	1.2 Diagnose problems matching service delivery to ***customers*** and develop options for improved service within ***organisational requirements***
	1.3 Provide relevant and constructive advice to promote the improvement of customer service delivery
	1.4 Use ***business technology*** and/or ***online services*** to structure and present information on customer service needs
2. Support implementation of customer service strategies	2.1 Ensure customer service strategies and opportunities are promoted to ***designated individuals and groups***
	2.2 Identify and allocate available budget resources to fulfil customer service objectives
	2.3 Promptly action ***procedures to resolve customer difficulties*** and ***complaints*** within organisational requirements
	2.4 Ensure that decisions to implement ***strategies*** are taken in consultation with designated individuals and groups
3. Evaluate and report on customer service	3.1 Review client satisfaction with service delivery using verifiable data in accordance with organisational requirements
	3.2 Identify and report changes necessary to maintain service standards to designated individuals and groups
	3.3 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of

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	client service strategies 3.4 Maintain systems, records and reporting procedures to compare changes in customer satisfaction

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to
  - communicate effectively with personnel and clients at all levels
  - articulate customer service strategies
- interpersonal skills to:
  - build relationships with customers
  - establish rapport
- literacy skills to:
  - prepare general information and papers
  - read a variety of texts
  - write formal and informal letters according to target audience
- planning skills to develop implementation schedules
- problem-solving skills to diagnose organisational problems relating to customer services
- self-management skills to:
  - comply with policies and procedures
  - consistently evaluate and monitor own performance
  - seek learning opportunities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS)
- principles of customer service
- organisational business structure, products and services
- product and service standards and best practice models.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying needs and priorities of the organisation in delivering services to customers • responding to and reporting on customer feedback • designing strategies to improve delivery of products and services • knowledge of the principles of customer service.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints, feedback and strategies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation reporting changes necessary to maintain service standards • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of customer service techniques and strategies • review of systems, records and reporting procedures to compare changes in customer satisfaction.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Customer needs may relate to:	• accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organisation's products and services • returning organisation's products and services • specific information.
Communication techniques may include:	• analysing customer satisfaction surveys • analysing quality assurance data • conducting interviews • consultation methods, techniques and protocols • making recommendations • obtaining management decisions • questioning • seeking feedback to confirm understanding • summarising and paraphrasing.
Customers may include:	• corporate customers • individual members of the organisation • individual members of the public • internal or external • other agencies.
Organisational requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs

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	• payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services.
Business technology may include:	• answering machine • binder • computer • fax machine • photocopier • printer • shredder • telephone.
Online services may include:	• access to product database by customers online • access to purchase, delivery and account records • contact centre • online ordering • online payments • online registration • quick/reasonable response • two-way communication online.
Designated individuals and groups may include:	• colleagues • committee • customers • external organisation • line management • supervisor.
Procedures to resolve customer difficulties may include:	• external agencies (e.g. Ombudsman) • item replacement • referrals to supervisor • refund of monies • review of products or services • using conflict management techniques.

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Customer complaints may include:	• administrative errors such as incorrect invoices or prices
	• customer satisfaction with service quality
	• damaged goods or goods not delivered
	• delivery errors
	• products not delivered on time
	• service errors
	• specific e-business problems and issues:
	  • difficulty accessing services
	  • inactive links
	  • not appreciating differing hardware and software
	  • services not available
	  • supply errors such as incorrect product delivered
	  • time taken to access services
	  • unfriendly website design
	  • website faults
	• warehouse or store room errors such as incorrect product delivered.

Customer service ***strategies*** may include:	• courtesy/politeness • delivery times • merchandise characteristics • price offers • product/refund guarantees • product/service availability.

Unit Sector(s)

Stakeholder Relations – Customer Service

Custom Content Section

Not applicable.

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BSBCUS402B Address customer needs

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0.* Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Replaces BSBCUS402A Address customer needs

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage the ongoing relationship with a customer, which includes assisting the customer to articulate their needs, meeting customer needs and managing networks to ensure customer needs are addressed. The customer relationship would typically involve direct interaction a number of times over an extended period.

This unit is appropriate to workers who are expected to have detailed product knowledge in order to recommend customised solutions. They would be expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

Application of the Unit

This unit applies to workers required to be familiar with a product and service that varies widely and is capable of significant customisation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Assist customer to articulate needs	1.1 Ensure ***customer*** needs are fully explored, understood and agreed 1.2 Explain and match available services and products to customer needs 1.3 Identify and communicate ***rights and responsibilities of customers*** to the customer as appropriate
2. Satisfy complex customer needs	2.1 Explain possibilities for meeting customer needs 2.2 Assist customers to evaluate service and/or product options to satisfy their needs 2.3 Determine and prioritise preferred actions 2.4 Identify potential areas of difficulty in customer service delivery and take appropriate actions in a positive manner
3. Manage networks to ensure customer needs are addressed	3.1 Establish ***effective regular communication*** with customers 3.2 Establish, maintain and expand relevant networks to ensure appropriate referral of customers to products and services from within and outside the organisation 3.3 Ensure procedures are in place to ensure that decisions about targeting of customer services are based on up-to-date information about the customer, and the ***products and services*** available 3.4 Ensure procedures are put in place to ensure that referrals are based on the matching of the assessment of customer needs and availability of products and services 3.5 Maintain records of customer interaction in accordance with

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	organisational procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to relate to people from diverse backgrounds and people with diverse abilities.
- information management skills to summarise information verbally and non-verbally
- literacy and numeracy skills to:
  - interpret product and service features or sales data
  - read a variety of texts to prepare general information and papers
  - summarise information obtained from a variety of verbal and non-verbal sources
  - write formal and informal text
- numeracy skills to analyse data, and to compare time lines and promotional costs against budgets
- problem-solving skills to develop solutions unique to a customer
- self-management skills to:
  - comply with policies and procedures
  - seek learning and development opportunities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety
- organisational procedures and standards for customer service relationships
- detailed product and service knowledge which may:
  - be of significant breadth so as to propose alternative products and services, or
  - of significant depth so as to propose variations within a limited product and service range.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • assisting customers to articulate their needs • documenting processes used and customer satisfaction with the products/services offered • assisting customers to address their needs.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of products/services and promotional strategies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation prioritising preferred actions • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • assessment of written reports • evaluation of communication established with customers • review of customer interaction records.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Customers may include:	• customers with routine or specific requests • in person, computer-based and telephone customers • internal and external customers • people from a range of social, cultural or ethnic backgrounds • people who may be unwell, drug affected or emotionally distressed • people with varying physical and mental abilities • regular and new customers.
Rights and responsibilities of customers may include:	• fulfilment of external obligations • informed consent.
Effective regular communication may include:	• giving customers full attention • handling sensitive and confidential issues • maintaining eye-contact (for face-to-face interactions), except where eye-contact may be culturally inappropriate • speaking clearly and concisely • using active listening techniques • using appropriate language and tone of voice • using clearly written information/communication • using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions) • using open and/or closed questions.
Products and services may include:	• either products or services • goods • ideas • infrastructure • private or public sets of benefits.
Organisational procedures may include:	• procedural manuals • quality systems, standards and guidelines.

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Unit Sector(s)

Stakeholder Relations – Customer Service

Custom Content Section

Not applicable.

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BSBCUS403B Implement customer service standards

Modification History

Release	Comments
Release 2	New release of this Unit with *version 7.0 of BSB07 Business Services Training Package*. 'and to compare time lines and promotional costs against budgets' removed from Required Skills AND BSBCUS401B and BSBCUS402B deleted from Guidance information for assessment.
Release 1	This Unit first released with *BSB07 Business Training Package version 6.0.* Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Replaces BSBCUS403A Implement customer service standards.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to quality customer service standards, and to support personnel to implement customer service standards and systems within the organisation. Operators undertaking this unit would have a detailed knowledge of, and experience in, customer service systems and procedures.

Application of the Unit

This unit applies to frontline managers, including team leaders and supervisors, who have responsibility for seeing that a customer service system and customer service standards are implemented.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Contribute to quality customer service standards	1.1 Access, interpret, apply and monitor ***customer*** service standards in the workplace according to ***organisational standards, policies and procedures*** 1.2 Make contributions to the development, refinement and improvement of customer service standards, policies and processes
2. Implement customer service systems	2.1 Encourage all personnel to consistently implement customer service systems 2.2 Review customer feedback in consultation with appropriate personnel and analyse when improving work practices 2.3 Identify ***customer service problems*** and make adjustments to ensure continued service quality 2.4 Communicate adjustments in service delivery to all those involved, within appropriate timeframes 2.5 Coordinate and manage delivery of services and products to ensure they effectively and efficiently meet agreed quality standards
3. Implement team customer service	3.1 Plan and implement team and work activities to meet

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standards	customer needs and expectations, and to minimise inconvenience 3.2 Identify resources required to undertake team tasks while meeting required customer service levels

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - direct others with regard to customer services standards
  - explain the system and standards to the work team
- information management skills to summarise information verbally and non-verbally
- literacy and numeracy skills to:
  - interpret product and service features or sales data
  - read a variety of texts to prepare general information and papers
  - summarise information obtained from a variety of verbal and non-verbal sources
  - write formal and informal text
- numeracy skills required to analyse data
- problem-solving skills to:
  - address problems and ensure service standards are met
  - develop solutions unique to a customer
  - modify customer service standards when required
- self-management skills to:
  - comply with policies and procedures
  - seek learning and development opportunities.

Required knowledge

- detailed product and service knowledge
- models of customer service
- relevant organisational procedures and standards for customer service relationships.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • compliance with customer service system and standards • recommendations about how the standards can be improved or adapted to better meet the needs of the organisation and the customers • knowledge of customer service models.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documents.
Method of assessment	The following assessment methods are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of relevant organisational procedures and standards for customer service relationships • evaluation of documentation reviewing customer feedback • review of documentation identifying customer service problems • review of team and work activities plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Customers may include:	• customers with routine or special requests • internal and external customers • people from a range of social, cultural or ethnic backgrounds • people who may be unwell, drug affected or emotionally distressed • people with varying physical and mental abilities • regular and new customers.
Organisational standards, policies and procedures may include:	• continuous quality improvement cycle – plan/do/check/act • procedural manuals • product and service manuals, labels, instructions • quality systems, standards and guidelines • requirements for staff appearance and presentation.
Customer service problems may include:	• breakages or faults • damaged stock • delays in delivery of products or services • missing parts or components • poor service • provision of poor advice or information.

Unit Sector(s)

Stakeholder Relations – Customer Service

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BSBEBU401A Review and maintain a website

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake data analysis, review website content and update and maintain a website. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who have knowledge of the relationship between web-sites and the core functions of an organisation. They also have working knowledge and skills of performing basic updates to web site content. They may provide administrative support within an organisation or be other individuals who have been delegated this responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review website content and use	1.1. Monitor and analyse customer and user feedback in accordance with organisational timelines 1.2. Analyse automatically collected website data and identify trends 1.3. Make recommendations on changes to the website and its content in response to ***feedback and data analysis*** and approve changes scheduled for implementation 1.4. Review cost implications of the recommended changes to determine their viability
2. Update website	2.1. Replace superseded and inaccurate information with current information and add additional material in accordance with organisational requirements 2.2. Follow protocols for ensuring the accuracy and authenticity of information 2.3. Remove services no longer available or required and add new ones in accordance with organisational requirements 2.4. Check ***off-line information*** against that posted on the website and rectify discrepancies in accordance with organisational timelines 2.5. Follow ***security procedures*** for updating the website
3. Carry out non	3.1. Analyse user feedback to confirm that faults have

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ELEMENT	PERFORMANCE CRITERIA
technical site maintenance	resulted from the site and are not user problems 3.2. Rectify faults and make improvements to the site in response to user feedback approved by the organisation 3.3. Add new web pages and/or active links and remove redundant pages and links in accordance with organisational requirements 3.4. Make site changes in response to changes in marketing strategy in accordance with organisational requirements and consideration of cost benefits

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to interpret policies and procedures, provide recommendations to others and to draft text in a logical sequence and structure appropriate for an online format • numeracy skills for basic statistical analysis of website usage data • communication skills for consultation with users and customers.
Required knowledge

• identification and overview knowledge of key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
• ethical principles
  • codes of practice
  • privacy laws
  • Occupational Health and Safety
• basic principles of website design and maintenance
• online security issues.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • website and its content continues to meet the requirements of the business after maintenance changes • identification and resolution of faults, errors and/or complaints with website.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and networked computers • documentation relating to analysis and strategies/policies for implementation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques in a workplace or simulated environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • marketing units • other information and communications technology units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Feedback and data analysis may include:	• feedback in relation to content, ease of navigations and appropriateness/usefulness of content
	• statistical data in relation to usage, including;
	  • hits
	  • page views
	  • visits

Offline information may include:	• information available in other forms, such as; • brochures • databases • knowledge management systems • news letters • records systems
Security procedures may include:	• access protocols • password protected areas

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - E Business

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Co-requisite units

Co-requisite units		

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BSBEBU501A Investigate and design e business solutions

Modification History

Release	Comments
Release 2	New release of this Qualification released with *version 6 of BSB07* Business *Services Training Package*. • Amend e-business to ebusiness throughout

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to evaluate e business models and strategies, and to incorporate the results of these evaluations into the design of an e business solution.

Application of the Unit

This unit applies to individuals who possess skills and knowledge in a specialist business area, as well as knowledge of software and other technologies. They apply these skills and knowledge in the evaluation, selection and implementation of new strategies for business, which incorporate e business solutions. They may be managers responsible for overseeing these tasks as well as technical or other knowledge experts.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate e business opportunities	1.1. Undertake a competitive analysis to determine the likely impact ***new capabilities*** will have on industry sectors and competitors 1.2. Complete and assess ***value chain analysis*** to identify ***processes and relationships*** that may benefit from the adoption of ebusiness solutions 1.3. Identify ***threats and opportunities*** to ebusiness implementation and evaluate potential ***contributions to the business*** 1.4. Conduct resource analysis to identify cost and revenue implications in developing opportunities 1.5. Identify and evaluate legal and ethical issues relating to ebusiness opportunities
2. Evaluate e business models	2.1. Identify and analyse ***business-to-business***, ***business-to-consumer***, intra-organisational ebusiness applications and ***ebusiness models*** 2.2. Rank compatible ebusiness models in terms of their strengths and weaknesses, considering resourcing, technical and security requirements of each 2.3. Assess cost implications of implementation of ebusiness models 2.4. Determine an ebusiness model most appropriate in relation to business plan
3. Design an e business	3.1. Formulate purpose, objectives and values for the ebusiness 3.2. Identify target market, and value chain structure in accordance with chosen ebusiness model 3.3. Identify and obtain ***technical needs and expertise*** required to implement ebusiness model

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Investigate and develop plan to address culture change issues to manage transition to an ebusiness
4. Implement an e business strategy	4.1. Develop ***policies and guidelines*** to support customers, supply chain and staff to ensure successful implementation 4.2. Monitor performance of business goals and adjust policies and procedures to respond to changing needs of customers, staff and supply chain 4.3. Review ebusiness systems and models, seeking feedback from users and personnel responsible for ebusiness implementation 4.4. Incorporate evaluation results and feedback to improve future ebusiness strategies

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to assess information and apply to identified business needs
- communication skills to collaborate with technical experts and other staff
- literacy skills to identify and interpret market and product information.

Required knowledge

- features of a range of software and hardware systems
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - copyright
  - occupational health and safety
- organisational policies and procedures relating to the systems, products and/or service being worked with.

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Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • evaluation of ebusiness opportunities involving new business models and not simply electronic versions of existing businesses • rationale and supporting evidence for choice of ebusiness solution • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and networked computers • documentation relating to analysis and strategies/policies for implementation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques in a workplace or simulated environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBEBU502A Implement ebusiness solutions • IT use units.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

New capabilities may include:	• 24-hour operation • automated marketing efforts • communication • distribution channel • global reach • online customer service • online inventory • online payments • online purchasing • online sales systems • supply chain

Value chain analysis may include:	• an analysis of a series of primary activities, such as:
	  • inbound logistics
	  • marketing and sales
	  • operations
	  • outbound logistics
	  • service support
	• and their support activities, such as:
	  • business infrastructure
	  • human resources management
	  • procurement
	  • technological development

Processes and relationships may include:	• customer service • delivery of core services • delivery of government services • delivery of products • development of new products, services and markets • organisational structures • trading communities
Threats and opportunities may include:	• business to government (B2G) opportunities where ebusiness is conducted between an enterprise and the government

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	• business-to-business (B2B) opportunities where ebusiness is conducted between companies • business-to-consumer (B2C) opportunities where ebusiness is conducted between an enterprise and a customer • competition legislation • disintermediation threats/opportunities where the role of 'middlemen' or other middle supply chain elements is reduced or made redundant as newer more efficient supply chain technologies are implemented • infrastructure requirements: disaster recovery, failsafe systems • internal business opportunities that improve productivity utilising ebusiness development • re-intermediation opportunities, where ebusiness creates new value between producers and consumers • risk management: payments, fraud etc.

Contributions to the business may include:	• effect on:
	  • customer satisfaction ratings
	  • growth
	  • market share
	  • profitability
	  • return on investment
	  • sales
	  • staff morale i.e. using efficient technologies to enhance workplace
	  • staff productivity and professional development

Business-to-business may include:	• involves ebusiness between organisations • may be B2G (business to government)
Business-to-consumer may include:	• involves ebusiness between an enterprise and a customer
E-business models may include:	• aggregator models • collaboration partners • competitor cooperation model • e-auction • e-government • e-mall • e-office

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	• e-procurement • e-shop/e-tailing • information brokers • micro-payments business model • multilevel marketing • portal • tender services • third party marketplaces • trust services • value chain integrators • value chain service providers • virtual community • web rings
Technical needs and expertise may include:	• advice on existing business strategy and base business versus growth business • advice on staffing arrangements • advice on technology issues/compatibility • banking information for electronic funds transfer • contact person • feedback loops • new protocols relating to legal or security issues for ebusiness • open and international standards e.g. EAN.UCC or UN/EDIFACT • personal identification and password for online access to business processes e.g. purchasing or supply
Policies and guidelines may include:	• business ethics • confidentiality • electronic communication • fraud prevention and detection • human resources management • information management • intellectual property • legal issues e.g. jurisdiction, contract validity, taxation • outsourcing • performance management • privacy • risk management • security

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Unit Sector(s)

Information and Communications Technology - E Business

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BSBFIA301A Maintain financial records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain financial records for a business. It includes maintaining daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger, and preparing a trial balance. It also includes activities associated with monitoring cash control for accounting purposes. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of financial records to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain daily financial records	1.1. Correctly maintain daily financial records and in accordance with ***organisational requirements*** for accounting purposes 1.2. Identify and rectify or refer ***discrepancies*** or errors in ***documentation*** or transactions to ***designated persons*** in accordance with organisational requirements 1.3. Accurately credit and debit transactions and promptly enter into ***journals*** in accordance with organisational requirements
2. Maintain general ledger	2.1. Maintain general ledger in accordance with organisational requirements 2.2. Post ***transactions*** into general ledger in accordance with organisational reporting requirements 2.3. ***Reconcile systems for accounts payable and receivable*** with general ledger 2.4. Accurately prepare trial balance from general ledger in accordance with organisational requirements
3. Monitor cash control	3.1. Ensure cash flow is accurately accounted for in accordance with organisational requirements 3.2. Make and receive ***payments*** in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements 3.3. Collect or follow-up outstanding accounts within designated time lines 3.4. Check payment documentation for accuracy of information and despatch to creditors within ***designated time line***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to identify financial information; to read and understand the organisation's accounting procedures; and to edit and proofread documents to ensure conformity and consistency of information
- communication skills to clarify information and to refer errors or discrepancies to appropriate people
- numeracy skills to read and interpret financial data and to prepare cash analysis sheets
- problem-solving skills to reconcile figures.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - financial legislation
  - occupational health and safety (OHS)
- organisational policies and procedures relating to maintaining financial records
- definition of credits/creditors and debits/debtors
- principles of double entry bookkeeping and accrual accounting
- methods of presenting financial data.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying and responding to discrepancies and errors • transferring and recording financial data accurately • reconciling expenditures and revenue • knowledge of organisational policies and procedures relating to maintaining financial records.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of source documents relating to financial record keeping.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of identification and rectification or referral of discrepancies or errors in documentation or transactions • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of financial record keeping • examples of financial documentation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other financial administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Organisational requirements may include:	• designated time lines • guidelines for reconciling journals • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for totalling adjusted journals • quality assurance and/or procedures manuals • resolution procedures • security procedures
Discrepancies may relate to:	• bank charges • dishonoured cheques • errors in transposing between source documents and journals • interest
Documentation may include:	• purchase credit notes • purchase invoices • sales credit notes • sales invoices
Designated persons may include:	• bank • line management • organisation's authorisations department • statutory body • supervisor
Journals may include:	• cash payments • cash receipts • purchases and purchase returns • sales and sales returns
Transactions may include:	• commencing business entries • correction of posting errors • interest expense

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RANGE STATEMENT	
	• interest receivable • non-cash transactions (e.g. writing-off depreciation, stock losses) • purchase of a fixed asset on credit • sale of a fixed asset on credit • withdrawal of stock/assets by owner • write-off a bad debt
Reconciling systems for accounts payable and receivable may include:	• checking accuracy of creditor account balances (e.g. cash payments journal, purchases journal, purchases returns journal, general journal) • checking accuracy of debtor account balances (e.g. cash receipts journal, sales return journal, general journal) • checking cash payments and receipt journals against bank statement • checking the total of the creditor's schedule equals the balance of the creditor's control account • checking the total of the debtor's schedule equals the balance of the debtor's control account
Payments may include:	• cash • cheque • credit card • direct debit
Designated time lines may include:	• by month end • monthly • within agreed period • within organisational deadline

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIA302A Process payroll

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to process payroll from provided data using manual and computerised payroll systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are responsible for payroll functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff who have been delegated payroll responsibilities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Record payroll data	1.1. Check payroll data and clarify discrepancies with ***designated persons*** 1.2. Enter employee ***pay period details*** and any ***deductions and allowances*** in ***payroll system*** in accordance with ***source documents*** 1.3. Calculate payment due to individual employees to reflect standard pay and ***variations*** in accordance with employee source data
2. Prepare payroll	2.1. ***Prepare payroll*** within designated time lines in accordance with organisational policy and procedures 2.2. Reconcile total wages for pay period, check or correct irregularities or refer to designated persons for resolution 2.3. Make arrangements for payment in accordance with organisational and individual requirements 2.4. Obtain authorisation of payroll and individual pay advice in accordance with organisational requirements 2.5. Produce, check and store ***payroll records*** in accordance with organisational policy and security procedures 2.6. Follow security procedures for processing payroll and for maintaining payroll records

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ELEMENT	PERFORMANCE CRITERIA
3. Handle payroll enquiries	3.1. Respond to payroll ***enquiries*** in accordance with organisational and ***legislative requirements***
	3.2. Provide information in accordance with organisational and legislative requirements
	3.3. Ensure all enquiries outside area of responsibility and knowledge are referred to designated persons for resolution
	3.4. Complete additional information or follow-up action within designated time lines in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to:
  - read and understand organisation's financial policies and procedures, and any procedures based on legislative requirements
  - write cheque or salary authorisations
  - prepare pay advice slips
  - maintain records
- numeracy skills to perform calculations and to reconcile figures
- problem-solving skills to reconcile figures and to resolve employee enquiries within scope of own responsibility.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - financial legislation
  - privacy laws
  - occupational health and safety

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REQUIRED SKILLS AND KNOWLEDGE
• organisational policy and procedures • types of payroll systems.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • performing payroll calculations • applying knowledge of organisational guidelines relating to security and confidentiality of information.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to computer equipment, relevant software and payroll data (samples or actual).
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • analysis of responses to case studies and scenarios • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Designated persons may include:	• immediate supervisor • those who have the authority to approve payroll decisions
Pay period details may include:	• bonus • casual wage • commission • contract • piecework • salary • wage
Deductions and allowances may include:	• car allowance • health insurance • income tax • meal allowance • superannuation contributions • travel allowance • union dues
Payroll system may include:	• manual • computerised
Source documents may include:	• employee earnings and payroll register • employee records or history • employee timesheets
Variations may include:	• holiday loading • long service leave • overtime • paid leave • rates of pay • sick leave • taxation • unpaid leave

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RANGE STATEMENT	
Preparing payroll may include:	• calculation of gross pay • cash analysis • electronic funds transfer • net pay • preparing cheques • preparing pay advice slips • taxation and other deductions
Payroll records may include:	• cash analysis sheets • electronic funds transfer • employee summary report • end of month reports • end of year reports • group certificates • pay advice slips • taxation reports
Enquiries may include:	• email • face-to-face • fax • telephone
Legislative requirements may include:	• Australian Tax Office regulations e.g. Australian Business Number, Employment Declaration Forms • confidentiality and security of records • Higher Education Contribution Scheme (HECS) • Higher Education Loan Programme (HELP) • Medicare levy • PAYE tax • payroll tax

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIA303A Process accounts payable and receivable

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain accounts payable and accounts receivable records, including processing payments to creditors and handling overdue accounts receivable. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments supporting the accounting functions and aspects of an enterprise. They may provide administrative support within an enterprise, or may be members of staff who have been delegated accounting responsibilities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain financial journal systems	1.1. Check ***source documents*** for accuracy and appropriate authorisation 1.2. Refer errors and discrepancies in source documents for resolution, in accordance with organisational policy and procedures 1.3. Enter ***transactions*** into cash and credit ***journal system*** in accordance with organisational policy and procedures, and ***relevant legislation and compliance requirements*** 1.4. Total credit journals in accordance with organisational policy and procedures
2. Prepare bank reconciliations	2.1. Check cash journals against bank statements to identify differences 2.2. Update cash journals with relevant data from bank statement/s 2.3. Identify ***discrepancies*** and refer to appropriate staff member, organisation or agency 2.4. Total cash journals in accordance with organisational policy and procedures 2.5. Prepare regular reconciliation reports within designated time lines

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ELEMENT	PERFORMANCE CRITERIA
3. Maintain accounts payable and accounts receivable systems	3.1. Enter transactions into individual ***accounts payable and accounts receivable***, in accordance with organisational policy and procedures, and accounting requirements 3.2. Prepare schedules of accounts payable and accounts receivable for reconciliation purposes, in accordance with organisational requirements 3.3. Reconcile schedules accounts payable and accounts receivable with ***journal data*** or general ledger, in accordance with organisational requirements
4. Process payments for accounts payable	4.1. Reconcile accounts payable statements with accounting records, in accordance with organisational policy and procedures 4.2. ***Check payment documentation*** for accuracy of information and discrepancies and rectify errors, in accordance with organisational requirements
5. Prepare statements for accounts receivable	5.1. Produce and check ***accounts receivable statements*** for accuracy of content in accordance with organisational policy and procedures 5.2. Rectify discrepancies and statements despatched within designated time lines
6. Follow up outstanding accounts	6.1. Maintain accounts receivable ledger system, in accordance with organisational requirements, to reflect current credit situation 6.2. Conduct aged analysis of accounts receivable to identify outstanding accounts and to determine collection procedures, in accordance with organisational requirements 6.3. Report or follow-up outstanding accounts in accordance with organisational policy and procedures 6.4. Monitor and review ***credit terms*** in accordance with credit policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills

• literacy skills to read and understand financial procedures
• numeracy skills to:
  • use knowledge of mathematical concepts
  • interpret, compare and calculate with whole numbers and money
  • use decimal fractions and percentages
• problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct.

Required knowledge

• key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations, such as:
  • Australian Taxation Office regulations
  • Goods and Services Tax (GST) regulations
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • finance legislation
  • privacy laws
  • occupational health and safety
• limit of scope of own responsibility
• organisational accounting systems and procedures.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • maintaining journals and subsidiary ledger systems • accurately entering data into journal and subsidiary ledger system • reconciling subsidiary ledger system with journal or

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EVIDENCE GUIDE	
	general ledger data.

Context of and specific resources for assessment	Assessment must ensure:
	• access to an actual workplace or simulated environment
	• access to office equipment and resources, such as:
	  • calculator
	  • computer equipment and relevant software
	• access to examples of cash journals, credit journals, accounts payable and accounts receivable subsidiary legers
	• access to workplace reference materials such procedural manuals and company policy.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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RANGE STATEMENT	
Source documents may include:	• adjustment notes issued • adjustment notes received • cheque butts • credit notes issued • credit notes received • invoices issued • invoices received • receipts • tax invoices issued • tax invoices received
Transactions may include:	• capital contributions in cash by owner • cash purchases • cash sales • commission • credit purchases • credit sales • day-to-day expenses • electronic funds transfer • interest charges and bank fees • interest revenue • payments received from debtors • payments to creditors • petty cash transactions • purchases paid by cheque • returns • withdrawal of cash by owner
Journal system may include:	• cash payments journal • cash receipts journal • purchases journal • purchases returns journal • sales journal • sales returns journal
Systems may include:	• computerised • manual

Relevant legislation and compliance requirements may include:	• consumer:
	  • codes of practice
	  • Australian Consumer Credit Code
	  • privacy laws
	  • secrecy laws

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RANGE STATEMENT	

	• competition:
	  • Australian Competition and Consumer Commission (ACCC), National Competition Policy
	• prudential:
	  • commonwealth Bills of Exchange Act 1909
	  • commonwealth Cheques and Payment Orders Act 1986
	  • commonwealth Financial Transaction Reports Act 1988
	  • commonwealth Land Tax Assessment Act 2002
	  • commercial tenancies laws
	  • corporate law
	  • Credit Reference Association of Australia (CRAA)
	  • Electronic Funds Transfer (EFT) Code of Conduct
	  • Financial Institutions (FI) Code
	  • payroll tax assessment laws and regulations
	  • prescribed payments laws and regulations
	  • stamp duties laws
	  • taxation assessment laws

Discrepancies may include:	• bank charges • direct deposits • direct payments • dishonoured cheques • interest
Accounts payable and accounts receivable systems may include:	• accounts payable schedule • accounts payable subsidiary ledger • accounts receivable schedule • accounts receivable subsidiary ledger
Journal data may include:	• accounts payable data from cash payments journal • accounts receivable data from cash receipts journal • purchases journal total • purchases returns journal total • sales journal total • sales returns journal total

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RANGE STATEMENT	
Checking payment documentation may include:	• attachment of supporting invoices, statements • calculation of discount • cheque data • remittance advice data
Accounts receivable statements may include:	• any payments received allocated on an invoice by invoice basis • computerised system • discount policy • final balance with overdue details if appropriate • information about any sales, sales returns, credit, forward orders and payments, which have occurred throughout the month • manual system • month to which statement is applicable • name and address of client or accounts receivable • name and address of supplier • opening balance if applicable
Credit terms may include:	• arrangements for settlement • cancellation of agreed credit arrangements • cash on delivery

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBFIA401A Prepare financial reports

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to record general journal adjustment entries and to prepare end of period financial reports. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are responsible for preparing financial reports. They may work as individuals providing administrative support within an enterprise, or they might have responsibility for these tasks in relation to their own workgroup or role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain asset register	1.1. Prepare a register of property, plant and equipment from fixed asset transactions in accordance with organisational policy and procedures 1.2. Determine method of ***calculating depreciation*** in accordance with organisational requirements 1.3. Maintain asset register and associated depreciation schedule in accordance with organisational policy, procedures and accounting requirements
2. Record general journal entries for balance day adjustments	2.1. Record depreciation of non-current assets and disposal of fixed assets in accordance with organisational policy, procedures and accounting requirements 2.2. Adjust ***expense accounts*** and ***revenue accounts*** for ***prepayments and accruals*** 2.3. Record ***bad and doubtful debts*** in accordance with organisational policy, procedures and accounting requirements 2.4. Adjust ledger accounts for ***inventories***, if required, and transfer to ***final accounts***
3. Prepare final general ledger accounts	3.1. Enter general journal entries for balance day adjustments in general ledger system in accordance with organisational policy, procedures and accounting requirements 3.2. Post revenue and expense account balances to final

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ELEMENT	PERFORMANCE CRITERIA
	general ledger accounts system 3.3. Prepare final general ledger accounts to reflect gross and net profits for reporting period
4. Prepare end of period financial reports	4.1. Prepare ***revenue statement*** in accordance with organisational requirements to reflect operating profit for ***reporting period*** 4.2. Prepare ***balance sheet*** to reflect financial position of business at end of reporting period 4.3. Identify and correct, or refer errors for resolution in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify reporting requirements and obtain required data
- literacy skills to:
  - identify financial information
  - follow the Australian Accounting and Auditing Standards
  - follow the organisation's accounting procedures
- numeracy skills to calculate percentages, addition and subtraction.

Required knowledge

- double-entry bookkeeping principles
- general journal and general ledger entries
- key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations, such as:
  - Australian Taxation Office regulations
  - accounting and auditing standards
  - Goods and Services Tax (GST) regulations
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - finance legislation

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REQUIRED SKILLS AND KNOWLEDGE
• privacy laws • occupational health and safety • organisational accounting systems • organisational policies, procedures and accounting requirements.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparing financial reports • applying the Australian Accounting and Auditing Standards • applying double-entry principles.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources, such as: • calculator • computer equipment and relevant software • Australian Accounting and Auditing Standards • access to samples of financial data • access to workplace reference materials such procedural manuals and company policy.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge

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EVIDENCE GUIDE	
	ofaccounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other financial administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Calculating depreciation may include:	• reducing balance method • straight-line method
Expense accounts may include:	• distribution expenses • electricity • freight inward and outward • insurance • interest paid • rates • rent paid • telephone and fax • wages and salaries
Revenue accounts may include:	• commission received • interest received • rent received
Prepayments and accruals may include:	• accrued expenses • accrued revenue • prepaid expenses • prepaid revenue
Bad and doubtful debts may include:	• calculating provision for doubtful debts • writing off bad debts against provision for doubtful debts

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RANGE STATEMENT	
Inventories may include:	• goods for resale • stationery and other office supplies
Final accounts may include:	• profit and loss • trading
Revenue statement comprises:	• cost of goods sold if applicable • gross profit • operating net profit • unclassified adjusted expenses and revenue
Reporting period may include:	• as determined in organisational procedures • financial year
Balance sheet comprises:	• narrative or T format • unclassified assets and liabilities

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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BSBFIA402A Report on financial activity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to report financial activity for business both in response to client requests and to meet statutory requirements such as the completion of statutory requirement reports. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of financial activities who contribute financial skills and knowledge to address reporting requirements of clients and legal authorities. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Compile financial information and data	1.1. Collect, evaluate and code current ***financial data*** to ensure consistency, quality and accuracy in accordance with ***organisational requirements*** 1.2. Use ***conversion and consolidation procedures*** to compile analysis in accordance with organisational requirements 1.3. Make, record and disclose asset and liability valuations in accordance with organisational requirements 1.4. Ensure that ***discrepancies***, unusual features or queries are identified, resolved or referred to the appropriate authority
2. Prepare statutory requirement reports	2.1. Correctly record income and expenditure to ensure compliance with ***statutory requirements*** 2.2. Calculate liabilities for tax in accordance with current legislation and ***revenue gathering practices*** 2.3. Correctly identify relevant receipts, ***revenue documentation*** and payments 2.4. Ensure that statements and claims take full advantage of ***available benefits and allowances*** in accordance with statutory requirements 2.5. Submit statutory requirement reports to appropriate authorities within ***stated deadlines***

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ELEMENT	PERFORMANCE CRITERIA
3. Provide financial business recommendations	3.1. Ensure that ***recommendations*** are logically derived and supported by ***evidence*** in report 3.2. Provide recommendations to propose constructive actions to enhance the effectiveness and efficacy of functions and services 3.3. Ensure recommendations are concise and facilitate direction and control of organisation's operations 3.4. Identify and prioritise ***significant issues*** in statements including comparative financial performances for review and decision making 3.5. Ensure structure and ***format of reports*** are clear and conform to organisational and statutory requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to identify financial information and the organisation's accounting procedures, and to create financial reports
- problem-solving skills to deal with a defined range of predictable problems
- decision making skills to make routine decisions
- numeracy skills to calculate data and to reconcile figures.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - financial legislation
  - occupational health and safety (OHS)
- principles of double entry bookkeeping and accrual accounting
- techniques for forecasting and analysis
- Federal government taxes and charges

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REQUIRED SKILLS AND KNOWLEDGE
• options, methods and practices for deductions, benefits and depreciations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organising financial data to highlight relevant features • presenting financial data in comprehensive format • completing Business Activity Statements • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of financial data, reports and documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of income and expenditure records • analysis of responses to case studies and scenarios • demonstration of techniques • review of tax liabilities calculations • oral or written questioning to assess knowledge of principles of double entry bookkeeping and accrual accounting • assessment of recommendations provided proposing constructive actions to enhance the effectiveness and efficacy of functions and services.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other financial administration units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Financial data may include:	• Australian Bureau of Statistics (ABS) economic data • budget variances • budgets and forecasts • cash flow/profit reports • financial markets monitoring services (e.g. Reuters) • financial/operational statements and reports (e.g. expenditures and receipts, profit and loss statements) • market valuations
Organisational requirements may include:	• financial analysis assessments • financial management manuals • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • price and exchange parameters • quality assurance and/or procedures manuals • recording and filing systems • reporting requirements • standard financial analysis techniques
Conversion and consolidation procedures may include:	• moving averages • spreadsheets

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RANGE STATEMENT	
	• standardised variables • trend analysis • unit costs
Discrepancies may include:	• absence of auditable trail • expenditure report mismatches • inappropriate authorisations • incorrect payments • incorrect report formats • unreconciled cash flows and operating statements • variances from budget and phasings
Statutory requirements may include:	• delegated authorities • internal control procedures • reporting periods • taxation payment timings
Revenue gathering practices may include:	• billing schedules • fees and charges • investments • leasing • lending and financing • sales
Revenue documentation may include:	• bills • cash received • debit notes • declarations • invoices • sales proceeds
Available benefits and allowances may include:	• depreciation • donations • interest payments • sales tax deductions
Stated deadlines may include:	• annual reports • lodgement dates • monthly returns • payment schedules
Recommendations may include:	• cash flow • consolidation • expenses • loss

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RANGE STATEMENT	
	• profit • write-offs
Evidence may include:	• budgetary analysis • forecasts and estimates • order and supplier documentation • returns on investments • taxation and statutory returns
Significant issues may include:	• cost structures • internal controls • losses and returns • profitability • statutory obligations • suppliers
Format of reports may include:	• balance sheets • cash flow statements • electronic forms • financial year reports • operating statements • spreadsheets • statutory forms

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBFIM501A Manage budgets and financial plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake financial management within a work team in an organisation. This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit addresses the requirement for managers to ensure that financial resources are used effectively. This is done by ensuring access to budget/s and ongoing monitoring expenditure against the budget/s. The unit applies to managers working in small and large business environments and not for profit organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan financial management approaches	1.1. Access ***budget/financial plans*** for the work team 1.2. Clarify budget/financial plans with ***relevant personnel*** within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3. Negotiate any changes required to be made to budget/financial plans with relevant personnel within the organisation 1.4. Prepare ***contingency plans*** in the event that initial plans need to be varied
2. Implement financial management approaches	2.1. Disseminate relevant details of the agreed budget/financial plans to team members 2.2. Provide ***support*** to ensure that team members can competently perform ***required roles*** associated with the management of finances 2.3. Determine and access ***resources and systems*** to manage financial management processes within the

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ELEMENT	PERFORMANCE CRITERIA
	work team
3. Monitor and control finances	3.1. Implement ***processes*** to monitor actual expenditure and to control costs across the work team 3.2. Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3. Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4. ***Report*** on budget and expenditure in accordance with organisational protocols
4. Review and evaluate financial management processes	4.1. Collect and collate for analysis, ***data and information on the effectiveness of financial management processes*** within the work team 4.2. Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3. Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- numeracy skills to read and understand a budget and to update a budget
- technology skills to use software associated with financial record keeping.

Required knowledge

- basic accounting principles
- organisational requirements related to financial management
- relevant legislation and current requirements of the Australian Taxation Office, including GST
- requirements for organisational record keeping and auditing
- principles and techniques involved in:
  - budgeting

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REQUIRED SKILLS AND KNOWLEDGE
• cash flows • electronic spreadsheets • GST • ledgers and financial statements • profit and loss statements.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • financial skills required to work with and interpret budgets, ageing summaries, cash flow, petty cash, GST, and profit and loss statements • knowledge of the record keeping requirements for the ATO and for auditing purposes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports indicating broad knowledge of managing budgets and managing financial resources in the organisation • demonstration of techniques using financial record keeping software • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of requirements for organisational record keeping and auditing

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EVIDENCE GUIDE	
	• review of contingency plans • review of identification of cost variations and expenditure overruns • evaluation of documentation reportingon budget and expenditure • review of documentation identifying and recommending improvements to financial management processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Budget/financial plans may include:	• cash flow projections • long-term budgets/plans • operational plans • short-term budgets/plans • spreadsheet-based financial projections • targets or key performance indicators for production, productivity, wastage, sales, income and expenditure
Relevant personnel may include:	• financial managers, accountants or financial controllers • supervisors, other frontline managers
Contingency plans may include:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables

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RANGE STATEMENT	
	• increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Support may include:	• access to specialist advice • documentation of procedures • help desk or identified experts within the organisation • information briefings or sessions • intranet-based information • training including mentoring, coaching and shadowing
Required roles may include:	• arranging for use of corporate credit cards • banking • debt collection • ensuring security, accuracy and currency of financial operations • invoicing clients, customers and consumers • maintaining journals, ledgers and other record keeping systems • maintaining petty cash system • purchasing and procurement • wages and salaries payments and record keeping
Resources and systems may include:	• hardware and software • human, physical or financial resources • record keeping systems (electronic and paper-based) • specialist advice or support

Processes to monitor actual expenditure and to control costs across the work team include:	• reporting of:
	  • assets
	  • consumables

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RANGE STATEMENT	
	• equipment • expenditure • income • stock • wastage
Reporting may include data from:	• bank statements • credit card statements • financial reports • invoices and receipts • ledgers and journals • logs • petty cash records • spreadsheet-based records
Data and information on the effectiveness of financial management processes may include records (paper-based and electronic) related to:	• bank account records • cash flow data • contracts • credit card receipts • employee timesheets • files of paid purchase and service invoices • income and expenditure • insurance reports • invoices • job costings • petty cash receipts • quotations • taxation records • wages/salaries books

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

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Co-requisite units

Co-requisite units		

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BSBFIM502A Manage payroll

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and monitor security procedures for managing organisational payroll services and to calculate and process salary payments, group taxation and related payments. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who are required to establish and work with payroll systems. They may work as senior administrative staff or may have responsibility for managing payroll systems and calculations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish procedures for the management of payroll	1.1. Establish ***security procedures*** that ensure the confidentiality and security of payroll information 1.2. Ensure procedures guarantee substantiation of claims for allowances 1.3. Establish ***control measures*** to safeguard organisation's financial resources in accordance with ***legislative and organisational requirements*** 1.4. Establish systems to ensure that statutory obligations are met and records are kept for the period determined by government legislation
2. Prepare payroll data	2.1. Use ***nominated industrial awards***, ***contracts and government legislation*** to ***calculate gross pay and annual salaries*** 2.2. Calculate ***statutory and voluntary deductions*** using government and employee documentation 2.3. Provide payroll data to payroll processor for calculation within ***designated time lines***
3. Authorise payment of salaries	3.1. Check payroll, and authorise salaries and wages for payment in accordance with organisational policy and procedures 3.2. Reconcile salaries, wages and deductions in accordance with organisational policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Deal with salary, wage and related enquiries in accordance with organisational policy and procedures
4. Administer salary records	4.1. Process declaration forms for new and existing employees in accordance with Australian Taxation Office requirements 4.2. Forward periodic deductions to ***nominated creditors*** within designated time lines 4.3. Prepare and despatch payments to government authorities accurately and in accordance with the relevant government legislation 4.4. Calculate and transcribe group tax amounts and make payments in accordance with taxation procedures 4.5. Prepare and reconcile employee group certificate amounts from salary records

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to answer enquiries, and to explain and resolve discrepancies with employees
- literacy skills to follow complex financial procedures and to follow and write detailed instructions
- numeracy skills to:
- use financial formulae
- calculate gross and net pay
- compare differing rates of pay over a given time span of the same nature
- prepare cash analysis sheets
- reconcile figures and rectify anomalies to ensure accuracy.

Required knowledge

- key provisions of relevant legislation from all forms of government, standards, regulations and codes that may affect aspects of business operations, such as:

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REQUIRED SKILLS AND KNOWLEDGE
• Australian Taxation Office regulations • anti-discrimination legislation • ethical principles • codes of practice • financial legislation • privacy laws • relevant industrial awards • other relevant government and statutory bodies in relation to payroll • Superannuation Guarantee (Administration) Act and superannuation regulations • organisational policies and procedures across the full range of tasks requiredpayroll processes.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documenting steps undertaken to establish payroll system • using data and calculations to calculate payroll, including a range of deductions • preparing appropriate records to record payroll processing.

Context of and specific resources for assessment	Assessment must ensure:
	• access to office equipment and resources, such as:
	  • Australian Accounting and Auditing Standards
	  • calculator
	  • certified or workplace agreements
	  • computer equipment and relevant software
	  • HECS/HELP documentation
	  • organisation's accounting system
	  • organisational contracts
	  • paper-based or electronic payroll system

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EVIDENCE GUIDE	
	• relevant Australian Taxation Office legislation • relevant industrial Awards • Superannuation Guarantee (Administration) Act • access to samples of financial data.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of accounting procedures and techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • financial administrationunits • other financial management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Security procedures may include:	• authorised access • back-up files • computer passwords • employees signing for pay • ensuring security of passwords and keys • keeping payroll documents secure • maintaining security and confidentiality of

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RANGE STATEMENT	
	employees' details • numbering payroll registers • restricting access to electronic files and locking paper-based confidential information • separating locations of confidential information • storage of information off site • supervision of timesheets
Control measures may include:	• authorisation requirements • dual checking system • internal control policies and procedures • multiple checks and balances • reconciliation of records • separation of duties
Legislative and organisational requirements may include:	• Australian Accounting and Auditing Standards • Australian Securities and Investments Commission (ASIC) requirements • Australian Taxation Office regulations • corporations law • Fringe Benefits Tax (FBT) • Higher Education Contribution Scheme (HECS) • Higher Education Loan Programme (HELP) • legislation and regulations in relation to superannuation such as the Superannuation Guarantee (Administration) Act • organisational policy and procedures for cash handling • Pay As You Go (PAYG) tax • superannuation • tax file number
Nominated industrial awards, contracts and government legislation may include:	• certified and workplace agreements • enterprise agreements • federal and state/territory awards • use of Wageline
Calculating gross pay and annual salaries may include:	• allowances • annual leave loading • appropriate pay structure • deductions • employment history cards

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RANGE STATEMENT	
	• FBT • FBT returns • long service leave • overtime • penalty rates • salary packaging items • salary sacrificing • sick leave • time sheets
Statutory and voluntary deductions may include:	• HECS • HELP • insurance • Medicare levy • PAYG tax • payroll tax • superannuation levy • union fees
Designated time lines may include:	• Australian Taxation Office time lines for submission such as group tax, fringe benefits tax • Business Activity Statement (BAS) • stipulated time period before employee departs organisation • stipulated time period before pay is due to employees • organisational time lines
Nominated creditors may include:	• Australian Taxation Office • government agencies • health funds • membership organisations • those nominated as part of salary packaging • union • vehicle leasing organisations

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Management

Co-requisite units

Co-requisite units		

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BSBFLM303C Contribute to effective workplace relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather information and maintain effective working relationships and networks, with particular regard to communication and representation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have a key role in contributing to efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and the team members. At this level, work will normally be carried out within known routines, methods and procedures which require the exercise of some discretion and judgement. This unit is related to BSBWOR401A Establish effective workplace relationships.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Seek, receive and communicate information and ideas	1.1. Collect ***information*** associated with the achievement of work responsibilities from appropriate ***sources*** 1.2. Communicate ideas and information to ***diverse audiences*** in an appropriate and sensitive manner 1.3. Seek contributions from internal and external sources to develop and refine new ideas and approaches in accordance with organisational processes 1.4. Facilitate ***consultation processes*** to allow employees to contribute to issues related to their work, and promptly communicate outcomes of consultation to the work team 1.5. Promptly deal with and resolve issues raised, or refer them to ***relevant personnel***
2. Encourage trust and	2.1. Treat people with integrity, respect and empathy

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ELEMENT	PERFORMANCE CRITERIA
confidence	2.2. Encourage effective relationships within the framework of ***the organisation's social***, ***ethical and business standards*** 2.3. Gain and maintain the trust and confidence of ***colleagues***, ***customers and suppliers*** through competent performance 2.4. Adjust interpersonal styles and methods in relation the to organisation's social and cultural environment
3. Identify and use networks and relationships	3.1. Identify and utilise ***workplace networks*** to help build relationships 3.2. Identify and describe the value and benefits of networks and other work relationships for the team and the organisation
4. Contribute to positive outcomes	4.1. Identify difficulties and take action to rectify the situation within own level of responsibility according to organisational and legal requirements 4.2. Support colleagues in resolving work difficulties 4.3. Regularly review ***workplace outcomes*** and implement improvements in consultation with relevant personnel 4.4. Identify and resolve ***poor work performance*** within own level of responsibility and according to organisational policies 4.5. Deal constructively with conflict, within the organisation's established processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- coaching and mentoring skills to provide support to colleagues
- functional literacy skills to access and use workplace information
- relationship management and communication skills to:
  - interpret information from a variety of people
  - respond to unexpected demands from a range of people

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REQUIRED SKILLS AND KNOWLEDGE
• gain the trust and confidence of colleagues • deal with people openly and fairly • forge effective relationships with internal and/or external people.
Required knowledge

• principles and techniques associated with relationship management, including:
  • developing trust and confidence
  • behaving consistently in work relationships
  • identifying the cultural and social environment
  • identifying and assessing interpersonal styles
  • establishing networks
  • identifying and resolving problems
  • handling conflict
  • managing poor work performance
  • monitoring and improving work relationships
  • using anti-discrimination/bias strategies and making contributions
• relevant legislation from all levels of government that may affect business operation, especially in regard to:
  • occupational health and safety and environmental issues
  • equal opportunity
  • industrial relations
  • anti-discrimination.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • using culturally appropriate communication techniques to share work-based information with teams and individuals in accordance with organisation policies • developing networks and building team relationships

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EVIDENCE GUIDE	
	• regularly reviewing workplace outcomes to identify and resolve issues and implement improvements within own level of responsibility and according to organisational policies.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge and understanding of principles of relationship management and organisation's social, ethical and business standards • presentation of examples of actions taken by the candidate to build networks and contribute to positive workplace relationships and outcomes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other management or frontline managementunits.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Information may include:	• archived, filed and historical background data • electronic or manual transmission • individual and team performance data • marketing and customer-related data

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RANGE STATEMENT	
	• organisation policies and procedures • planning and organisational documents including the outcomes of continuous improvement and quality assurance • written or verbal communications

Sources of information may be:	• external, such as:
	  • external customers
	  • web based resources
	  • reports
	• internal, such as:
	  • supervisors, managers and peers
	  • organisation policies and procedures
	  • workplace documents

Diverse audiences may include:	• persons with specific social, cultural and other needs that require a range of strategies and approaches including adjusting communication
Consultation processes may include:	• feedback to the work team and relevant personnel in relation to outcomes of the consultation process • opportunity for employees to contribute ideas and information
Relevant personnel may include:	• OHS committees and OHS representatives • people with specialist responsibilities • supervisors, managers and other employees • union representatives/groups

The organisation's social, ***ethical and business standards*** may refer to:	• implied standards such as honesty and respect relative to the organisation culture and generally accepted within the wider community
	• rewards and recognition for high performing staff
	• standards expressed in legislation and regulations such as anti-discrimination legislation
	• written standards such as those expressed in:
	  • vision and mission statements
	  • policies
	  • code of workplace conduct/behaviour
	  • dress code
	  • statement of workplace values

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RANGE STATEMENT	
Colleagues, customers and suppliers may include:	• employees at the same level and more senior managers • internal and external contacts • people from a wide variety of social, cultural and ethnic backgrounds • team members
Workplace networks may be:	• formal or informal • individuals or groups • internal or external • structured or unstructured
Workplace outcomes may include:	• OHS processes and procedures • performance of the work team
Poor work performance may relate to:	• self or work team; or it may extend to the organisation as a whole

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Frontline Management

Co-requisite units

Co-requisite units		

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BSBFLM306C Provide workplace information and resourcing plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to support the information management system. It involves the identification, acquisition, initial analysis and use of appropriate workplace information. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers, in supporting the processes of identifying, acquiring, analysing and using appropriate information, play a significant part in the organisation's effectiveness. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non routine activities that require some discretion and judgement. This unit is related to BSBINM401A Implement workplace information system.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Locate relevant information	1.1. Identify and locate ***information*** required by teams 1.2. Acquire and review information according to organisational procedures 1.3. Apply ***plans and procedures*** to obtain information which is not immediately available/accessible
2. Collect and report information	2.1. Collect information relevant to the needs of teams in an adequate and timely manner 2.2. Ensure information acquired is in a format suitable for analysis, interpretation and dissemination 2.3. Use information to identify and report relevant trends and developments to ***relevant personnel***, within the limits of own role
3. Use information	3.1. Effectively use ***management information systems*** to

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ELEMENT	PERFORMANCE CRITERIA
systems	store and retrieve data 3.2. Use available ***technology*** to manage information effectively 3.3. Report recommendations for improving information system to ***designated persons and/or groups***
4. Support the preparation of business plan and/or budgets	4.1. Effectively utilise the contribution of the work team when preparing ***business plans and/or budgets*** to gain support for the outcomes 4.2. Present and record information to support the preparation of business plans and/or budgets in accordance with the organisation's guidelines and requirements 4.3. Follow ***contingency plans*** in the event that alternative action is required
5. Support the preparation of resource proposals	5.1. Consult with ***colleagues*** to collect ***resource planning data*** as required 5.2. Report estimated resource needs and usage according to organisational requirements as necessary 5.3. Facilitate ***resourcing*** within limits of own role

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • coaching and mentoring skills to provide support to colleagues • communication and research skills covering information collection, analysis and reporting • functional literacy skills to access and use workplace information • information preparation skills • skills to improve information usage in decision making • technical skills to extract and input information
Required knowledge
• a general understanding of:

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REQUIRED SKILLS AND KNOWLEDGE
• workplace information systems • operational plans and budgets • resource proposals • basic financial concepts relating operational plans and budgets • methods to gain efficiencies in operational resource management • relevant legislation from all levels of government which may affect business operations, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • using management information system to collect, store and retrieve data supporting the preparation of business plans and/or budgets • involving the work team in planning and budget preparation • estimating resource needs and usage according to organisational requirements and allocating or acquiring resources within limits of own role.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • records produced from working in a team, such as:

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EVIDENCE GUIDE	
	• reports • minutes or records of meetings • work journals or diaries • learning and development plans developed with team members • records of actions taken to address issues raised by team members.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCUS301A Deliver and monitor a service to customers • BSBFLM305C Support operational plan • BSBFLM312C Contribute to team effectiveness • BSBCMN311B Maintain workplace safety.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Information may include:	• archived, filed and historical background data • continuous improvement and quality assurance data • data available internally or externally • data shared and retrieved in various forms such as in writing or verbally, electronically or manually • financial and contractual data • marketing and customer-related data • organisational performance data • planning and organisational documents • policies and procedures.
Plans and procedures may	• action plans, project plans or more formal

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RANGE STATEMENT	
include:	planning tools in line with organisational procedures and levels of own responsibility • informal documents outlining a series of planned actions or steps • organisational procedures such as Standard Operating Procedures, record keeping procedures • organisational processes and procedures used to obtain information, with consideration given to meeting legislative requirements, such as privacy, anti-discrimination.
Relevant personnel may include:	• colleagues and specialist resource managers • OHS committees and OHS representatives • supervisors, managers and other staff/employees • other people with specialist responsibilities.
Management information systems may be:	• the entire infrastructure of an organisation, including personnel, and the components for the collection, processing, storage, transmission, display, dissemination, and disposition of information.
Technology may include:	• computerised systems and software such as databases, project management and word-processing • telecommunications devices • other technology available in the workplace and used to carry out work roles and responsibilities.
Designated persons or groups may include:	• groups designated in workplace policies and procedures • the frontline manager's supervisors or others with management roles and responsibilities concerning information systems • other stakeholders accessing the information system such as customers and service providers • other work groups or teams whose work will be affected by the system.
Business plans and/or budgets may refer to:	• cash flow projections • long or short term budgets/plans relative to own responsibilities • operational plans

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RANGE STATEMENT	
	• spreadsheet-based financial projections • targets or Key Performance Indicators (KPIs) for production, productivity, wastage, sales, income and expenditure.
Contingency plans will usually be developed by others and may include:	• contracting out or outsourcing human resource and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-use • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables.
Colleagues may include:	• employees at the same level or more senior managers • OHS representatives • people from a wide variety of social, cultural and ethnic backgrounds and physical and mental abilities • team members.
Resource planning data may relate to:	• buildings/facilities • equipment/technology • finance • information • people • power/energy • targets or Key Performance Indicators (KPIs) for production, productivity, wastage, sales, income and expenditure • time.
Resourcing may include:	• purchasing or ordering of goods • stock requirements/requisitions • supply of resources.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Frontline Management

Co-requisite units

Co-requisite units		

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BSBFLM309C Support continuous improvement systems and processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to support the organisation's continuous improvement systems and processes. Particular emphasis is on actively encouraging the team to participate in the process, on monitoring and reporting on specified outcomes and on supporting opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit replaces BSBFLM309A Support continuous improvement systems and processes. Frontline managers have an active role in supporting continuous improvement processes in achieving the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important responsibility in influencing the ongoing development of the organisation. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement. Consider co-assessment with BSBFLM305C Support operational plan, BSBFLM312C Contribute to team effectiveness, BSBCUS301A Deliver and monitor a service to customers, BSBCMN311B Maintain workplace safety, and BSBFLM311C Support a workplace learning

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	environment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Contribute to continuous improvement systems and processes	1.1. Actively encourage and support team members to participate are in decision making processes and to assume responsibility and exercise initiative 1.2. ***Communicate*** the organisation's ***continuous improvement processes*** to individuals and teams

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ELEMENT	PERFORMANCE CRITERIA
	1.3. Effectively utilise ***mentoring and coaching*** to ensure that individuals/teams are able to support the organisation's continuous improvement processes
2. Monitor and report on specified outcomes	2.1. Utilise the organisation's ***systems*** and ***technology*** to monitor team progress and to identify ways in which planning and operations could be improved 2.2. Apply continuous improvement techniques and processes to improve ***customer service***
3. Support opportunities for further improvement	3.1. Communicate ***agreed recommendations*** for improvements in achieving the business plan to team members 3.2. Document and use work performance to identify opportunities for further improvement 3.3. Maintain records, reports and recommendations for improvement within the organisation's systems and processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
• functional literacy skills to access and use workplace information
• research, analysis, interpretation and reporting skills
• monitoring and evaluation skills
• communication skills to:
  • gain the commitment of individuals and teams to continuous improvement
  • deal with people openly and fairly
  • use consultation skills effectively
• skills to consolidate opportunities for improvement
• coaching and mentoring skills to provide support to colleagues

Required knowledge
• legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal

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REQUIRED SKILLS AND KNOWLEDGE

opportunity, industrial relations and anti-discrimination
• principles and techniques of:
  • continuous improvement systems and processes
  • benchmarking
  • best practice
• benefits of continuous improvement
• quality approaches which the organisation may implement
• methods that can be used in continuous improvement
• barriers to continuous improvement
• recording, reporting and recommendation processes to facilitate continuous improvement applied within the organisation

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • examples of actions taken by the candidate to support continuous improvement including: • use of work performance to identify improvement • adjusted plans to reflect changes • effective communication to all stakeholders • use of technology to monitor operational progress • application of suitable recordkeeping processes.
Context of and specific resources for assessment	Assessment must ensure: • access by the learner and trainer to appropriate documentation and resources normally used in the workplace • that this unit is assessed in the workplace or in a closely simulated work environment.
Method of assessment	A range of assessment methods should be used to assess skills and knowledge. The following examples are appropriate for this unit:

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EVIDENCE GUIDE	

	• Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
	• Review of records supporting the organisation's continuous improvement systems and processes, such as:
	  • contributions to organisational policies and procedures
	  • contributions to procedures and policies for dealing with continuous improvement processes, and related codes of conduct
	  • actions taken to address information collection, retrieval and use in the workplace
	  • actions taken to address issues and problems within work team
	  • actions taken to address methods of reporting information
	  • learning and development plans for team members
	  • materials developed for coaching, mentoring and training
	  • induction programs developed and/or delivered
	  • actions taken to address internal and external information management issues
	  • reviews of people management
	  • advice and input into management decisions related to continuous improvement
	  • records of people management lessons learned.

Guidance information for assessment	This unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team, and as part of a holistic assessment activity.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
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) may also be included.	
Legislation, codes and national standards relevant to the workplace may include:	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice.
OHS considerations may include:	• provision of information about OHS legislative requirements and guidelines, and the organisation's OHS policies, procedures and programs • participation in the regular update of OHS systems and procedures • implementation of the continuous improvement processes of the OHS management system • changes to work practices, procedures and the working environment which impact on OHS • organisation's responsibilities to customers and suppliers.
Methods used to ***communicate*** with individuals and team may include:	• verbal, written or electronic communications • on-the-job mentoring and coaching.
Continuous improvement processes may include:	• policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures • cyclical audits and reviews of workplace, team and individual performance • seeking and considering feedback from a range of stakeholders • modifications and improvements to systems, processes, services and products • evaluations and monitoring of effectiveness.
Mentoring and coaching may refer to:	• teaching another member of the team, usually focusing on a specific work task or skill • providing feedback, support and

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RANGE STATEMENT	
	encouragement on a range of matters • providing assistance with problem solving.
Systems may include:	• organisation policies and procedures • web based communication devices • attendance at forums, meetings • newsletters and reports.
Technology may include:	• computerised systems and software such as databases, project management and word-processing • telecommunications devices • any other technology used to carry out work roles and responsibilities.
Customer service may be:	• internal or external, to existing or new clients • identifying needs and priorities in delivering a service to customers • understanding of different levels of customer satisfaction.
Agreed recommendations may be:	• identified improvements arising from the continuous improvement process • determined in accordance with organisational policies and procedures

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - Frontline Management

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBFLM311C Support a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively encourage and support a learning environment. Particular emphasis is on participation in processes to facilitate and promote learning and to monitor and improve learning performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have a prominent role in encouraging and supporting the development of a learning environment in which work and learning come together. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement. This unit is related to BSBLED401A Develop teams and individuals.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Encourage a learning environment	1.1. Encourage and support workplace ***learning opportunities*** 1.2. Implement ***learning plans*** as an integral part of individual and team performance plans 1.3. Implement learning plans to reflect ***diversity of needs*** and learning opportunities 1.4. Encourage individual and team access to, and participation in, learning opportunities 1.5. Liaise effectively with ***training and development specialists*** to contribute to learning opportunities which enhance individual, team and organisational performance
2. Encourage and promote learning of team and individuals	2.1. ***Promote a learning culture*** within the team and organisation 2.2. Support ***coaching and mentoring*** for the

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ELEMENT	PERFORMANCE CRITERIA
	development of workplace knowledge, skills and attitudes 2.3. Encourage team members to assess own competencies, and to identify own ***learning and development needs*** 2.4. Share the benefits of learning with others in the team and organisation 2.5. Provide recognition and feedback for ***workplace achievement*** in a timely and appropriate manner
3. Identify opportunities for improvement	3.1. Monitor the performance of individuals and teams to determine the type and extent of required work-based support 3.2. Gather feedback from individuals and teams to identify opportunities for improving future learning arrangements 3.3. Negotiate adjustments with training and development specialists to improve the efficiency and effectiveness of learning 3.4. Record, document and report learning outcomes in accordance with the organisation's systems and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- coaching and mentoring skills to support learning
- communication skills to:
  - gain the trust and confidence of colleagues
  - deal with people openly and fairly
  - use consultation skills effectively
- culturally appropriate communication skills to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- skills in facilitating learning, including:
  - identifying learning needs

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REQUIRED SKILLS AND KNOWLEDGE
• developing learning plans • selecting and using work activities to create learning opportunities • establishing a workplace conducive to learning • negotiating learning arrangements with training and development specialists • encouraging colleagues to share their knowledge and skills • evaluating the effectiveness of learning
Required knowledge

• principles and techniques of:
  • adult learning
  • a learning environment and learning culture
  • work based learning
  • structuring learning
  • coaching and mentoring
• relevant legislation from all levels of government that may affect business operation, especially in regard to:
  • occupational health and safety
  • environmental issues
  • equal opportunity and anti-discrimination
  • industrial relations

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • liaising with stakeholders, especially members of the work team, to develop, promote and maintain a workplace learning environment • developing learning plans and arranging learning opportunities in line with identified needs • compiling and interpreting data about learning arrangements and outcomes in accordance with

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EVIDENCE GUIDE	
	organisational requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge and understanding of workplace learning principles and organisational procedures and policies for applying learning systems • presentation of examples of actions taken by the candidate to support a workplace learning environment • review of materials developed for coaching, mentoring and training.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCUS301A Deliver and monitor a service to customers • BSBFLM305C Support operational plan • BSBFLM312C Contribute to team effectiveness • BSBCMN311B Maintain workplace safety • BSBWOR301A Organise personal work priorities and development.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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

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RANGE STATEMENT	
regional contexts) may also be included.	

Learning opportunities may include:	• action learning
	• coaching
	• exchange/rotation
	• induction
	• mentoring
	• shadowing
	• short courses
	• structured learning activities conducted outside and within the workplace such as:
	  • accredited training through an independent organisation such as a State OHS authority
	  • training through an RTO leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment, for example through a traineeship or Australian Apprenticeship
	• workplace learning activities, that may also contribute to a recognised credential, such as:
	  • workshops.

Learning plans may include:	• codes of conduct • key performance indicators (KPI) • negotiated agreement with individual • OHS requirements • performance standards • team competencies • team roles and responsibilities • work outputs and process.
Diversity of needs may include:	• different learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches.
Training and development specialists may be:	• internal or external.
Promoting a learning culture may include:	• encouraging learning and sharing of skills and knowledge across the work team and the wider organisation in order to develop competencies of team members and the team • informally supporting and recognising

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RANGE STATEMENT	
	learning achievements and sharing success stories • promoting participation and learning opportunities • using formal processes to reward training participation in line with organisational processes • utilising workplace activities as opportunities for learning.
Coaching and mentoring may refer to:	• providing assistance with problem solving • providing feedback, support and encouragement on a range of matters • teaching another member of the team, usually focusing on a specific work task or skill.
Learning and development needs may include:	• developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles • gaps between the competencies held by the employee and the skills and knowledge required to effectively undertake workplace tasks.
Workplace achievement may refer to:	• achievements of set goals and performance outcomes by the work team and/or individuals.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Frontline Management

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Co-requisite units

Co-requisite units		

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BSBFLM312C Contribute to team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This specifies the outcomes required to by frontline managers to contribute to the effectiveness of the work team. It involves planning with the team to meet expected outcomes, developing team cohesion, participating in and facilitating the work team, and communicating with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have a key role in developing efficient and effective work teams within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team cohesion by providing leadership for the team and forming the bridge between the management of the organisation and the team members. At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non routine activities that require some discretion and judgement.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Contribute to team outcomes	1.1. Consult team members to identify ***team purpose***, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** 1.2. Support team members to meet expected outcomes
2. Support team cohesion	2.1. Encourage team members to participate in the planning, decision making and operational aspects of the work team to their level of responsibility 2.2. Encourage team members to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities 2.3. Provide ***feedback*** to team members to encourage, value and reward team members' efforts and contributions 2.4. Identify and address issues, concerns and problems identified by team members to ***relevant persons*** as

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ELEMENT	PERFORMANCE CRITERIA
	required
3. Participate in work team	3.1. Actively encourage and support team members to participate in team activities and communication processes and to take ***responsibility for their actions***
	3.2. Support the team to identify and resolve problems which impede its performance
	3.3. Utilise own contribution to work team to serve as a role model for others and enhance the organisation's image within the work team, the organisation and with clients/customers
4. Communicate with management	4.1. Maintain open ***communication*** with ***line manager*/*management*** at all times
	4.2. Communicate information from line manager/management to the team
	4.3. Communicate ***unresolved issues*** to line manager/management and follow-up to ensure action is taken in response to these matters

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills, including listening
- basic training skills, including mentoring and coaching
- planning and organising skills
- problem solving skills
- attributes:
  - empathic
  - communicative
  - self aware
  - supportive
  - trusting

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REQUIRED SKILLS AND KNOWLEDGE
• open • flexible • accommodating • initiating • loyal • fair • adaptable
Required knowledge

Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
• organisational policies and procedures
• organisational goals, objectives and plans at both tactical and strategic levels
• organisational structure including organisational chart
• learning and development options available within and through organisation
• a general understanding of the principles and techniques of:
  • group dynamics and processes
  • motivation
  • planning
  • negotiation
• individual behaviour and difference

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrate leadership in contributing to team plans • lead and facilitate teamwork • actively communicate with management • manage communication within the team

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EVIDENCE GUIDE	
	• induct new team members • implement performance management system • handle problems
Context of and specific resources for assessment	Assessment must ensure: • that this unit can be assessed in the workplace or in a closely simulated work environment • access by the learner and trainer to appropriate documentation and resources normally used in the workplace • where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment • that examples of actions taken by candidate to contribute to team effectiveness are provided

Method of assessment	A range of assessment methods should be used to assess skills and knowledge. The following examples are appropriate for this unit:
	• Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
	• Records produced from working in a team, such as:
	  • reports
	  • minutes or records of meetings
	  • work journals or diaries
	  • learning and development plans developed with team members
	  • records of actions taken to address issues raised by team members

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
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) may also be included.	
Legislation, codes and national standards relevant to the workplace may include:	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
OHS considerations may include:	• provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs • training of all employees in health and safety procedures • participation in the regular update of OHS systems and procedures • changes to work practices, procedures and the working environment which impact on OHS
Team purpose, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** may include:	• goals for individuals and the work team • expected outcomes and outputs • individual and team performance plans and Key Performance Indicators (KPIs) • action plans, business plans and operational plans linked to strategic plans • OHS responsibilities
Feedback may refer to:	• communication of ideas and thoughts which focus on specific tasks, outcomes, decisions, issues or behaviours • formal/informal gatherings between team members where there is discussion on work-related matters
Relevant persons may include:	• frontline manager's direct superior or other management representatives • colleagues • designated personnel e.g. safety officer
Responsibility for their actions	• individuals and teams • individual and joint actions

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RANGE STATEMENT	
may involve:	
Communication may include:	• verbal, written or electronic communication • face-to-face • formal/informal interaction
Line manager*/*management may refer to:	• frontline manager's direct superior or other management representatives
Unresolved issues may include:	• issues, concerns and tensions • problems related to work roles and responsibilities • grievances and complaints • any matters affecting workplace relationships and team cohesion

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Frontline Management services

Co-requisite units

Co-requisite units		

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BSBHRM401A Review human resources functions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake research that supports work across a range of human resources functional areas. This is a foundation unit for any person wishing to pursue competency in human resources and provides a sound basis for working across various human resources functional areas. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals requiring a broad knowledge of human resources functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others. However it is assumed that as a human resources practitioner, their work will support effective work practices across the organisation. The unit requires a broad understanding of human resources functions, associated policy frameworks and the administrative requirements to support these functions and policies.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Research human resources functions	1.1. Clarify ***human resources issues*** for review and document scope of review 1.2. Identify local, state/territory, national and international human resources networks for human resources professionals 1.3. Identify information sources for human resources data and information 1.4. Select a ***research strategy*** suitable to the topic 1.5. Consult with ***relevant personnel*** 1.6. Undertake research 1.7. Review research findings
2. Review policy and procedures	2.1. Locate policies and procedures relevant to the research topic

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ELEMENT	PERFORMANCE CRITERIA
frameworks	2.2. Analyse strengths and weaknesses of policies and procedures 2.3. Consider legislation, regulations and standards that apply to the policies and procedures and the research topic
3. Apply ethical framework	3.1. Review ***ethical requirements*** associated with the human resources function under review 3.2. Consider ethical obligations of human resources personnel working in the area under review 3.3. Document behaviours associated with working ethically in the area under review
4. Report on research outcomes	4.1. Collate, analyse and document key findings of the review 4.2. Write report on outcomes of research 4.3. Develop recommendations for future activity

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• judgement and decision making skills to review ethical and policy frameworks and to recommend suggested improvements • literacy skills to research an issue and to write a clear and legible report which documents key issues coherently.
Required knowledge
• human resources functions and policy frameworks • legal and compliance requirements for working in human resources • roles and responsibilities of human resources practitioners.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • research report which reviews human resources functions and evidences understanding of the requirement for good policy and ethical approaches • knowledge of legal and compliance requirements for working in human resources.
Context of and specific resources for assessment	Assessment must ensure: • examples of human resources policies and files on performance feedback, disputes and grievances, workers compensation and leave applications.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written report on outcomes of research • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on human resources function/s being reviewed • oral or written questioning to assess knowledge of human resources function/s being reviewed and policy frameworks • evaluation of research undertaken • review of documentation analysing the strengths and weaknesses of policies and procedures • review of documentation of behaviours associated with working ethically in the area under review.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Human Resources.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Human resources issues may include:	• change management • employee assistance programs • human resources information systems (HRIS) • industrial relations • learning and development • occupational health and safety (OHS) • performance management • rehabilitation and return to work schemes • remuneration • selection and recruitment • succession planning
Research strategies may involve:	• interviews • literature searches of print and online resources • statistical analysis • surveys • websites
Relevant personnel may include:	• experienced human resources practitioners • training and development staff • managers and team leaders • industry experts or spokespersons
Ethical requirements may include:	• addressing improper behaviour • application of company values • Code of Conduct • confidentiality • principles such as fairness, respect, impartiality and integrity • reporting processes

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM402A Recruit, select and induct staff

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to execute tasks associated with the recruitment cycle. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a role in recruitment, selection and induction functions who work under the direction of a human resources manager. It is not assumed that the individuals addressed by this unit have staff who report to them, although this may be the case. Performance of the work described in this unit will be underpinned by in depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resource functions.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Determine job descriptions	1.1. Clarify time lines and requirement for appointment 1.2. Assist with preparation of ***job descriptions*** which accurately reflect the role requirements in accordance with organisational procedures and ***legislation***, ***codes and national standards*** and ***occupational health and safety*** (***OHS***) ***considerations*** 1.3. Consult with relevant personnel about job descriptions 1.4. Ensure that job descriptions do not contravene legislative requirements 1.5. Obtain approvals to advertise position
2. Plan for selection	2.1. ***Advertise*** vacancies for ***staffing requirements*** in accordance with organisational policies and procedures 2.2. Consult with relevant personnel to convene selection panel and to develop interview questions

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Short list applicants 2.4. Ensure that interview questions do not breach legislative requirements 2.5. Schedule interviews and advise relevant personnel of times, dates and venues
3. Assess and select applicants	3.1. Participate in interview process and assess candidates against agreed selection criteria 3.2. Discuss assessment with other selection panel members 3.3. Correct any biases or deviations from agreed procedures and negotiate for preferred candidate 3.4. Contact referees for referee reports 3.5. Prepare selection report and make recommendations to senior personnel for appointment 3.6. Advise unsuccessful candidates of outcomes and respond to any queries 3.7. Complete all necessary documentation in accordance with organisational procedures 3.8. Secure agreement of preferred candidate
4. Appoint and induct successful candidate	4.1. Provide successful candidate with employment contract and other documentation 4.2. Advise managers and staff of starting date and make necessary administrative arrangements for pay and employee record keeping 4.3. Advise manager and work team of new appointment 4.4. Arrange induction in accordance with organisational policy

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to use networks to source suitable applicants, to listen to and understand what is being said in interviews, and to advise on the outcomes of the selection process • literacy skills to work with job descriptions to devise suitable questions for

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REQUIRED SKILLS AND KNOWLEDGE
interviews, to prepare letters for unsuccessful applicants and to make job offers • organising and scheduling skills to arrange interviews and venues.
Required knowledge
• documentation required for recruitment and selection • human resource functions, human resource life cycle and the place of recruitment and selection in that life cycle • principles of equity, diversity and relevant legislation. • range of interviewing techniques and other selection processes and their application.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated ability to work with job descriptions to source and select suitable staff • interviewing and other selection techniques that demonstrate awareness off equal opportunity and anti-discrimination requirements • knowledge of the human resource life cycle.
Context of and specific resources for assessment	Assessment must ensure: • access to an appropriate range of documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on recruitment and selection • demonstration of selection techniques • direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • observation of interviewing techniques • review of advertisements for staffing vacancies • review of documentation provided to successful candidate • oral or written questioning to assess knowledge of selection processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Human Resources.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Job descriptions may include:	• attributes • competencies required by staff • job or person specifications • job title and purpose of position • necessary skills and knowledge • qualifications • selection criteria • tasks or duties associated with the position
Legislation, ***codes and national standards*** may include:	• award and enterprise agreements, and relevant industrial instruments • relevant industry codes of practice • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination

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RANGE STATEMENT	
Occupational health and safety (***OHS***) ***considerations*** may include:	• establishment and maintenance of OHS training, records, induction processes • performance against OHS legislation and organisation's OHS system, especially policies, procedures and work instructions
Advertising may include:	• electronic or print • internal or external • outsourcing
Staffing requirements may include:	• permanent, temporary, full-time, part-time or casual

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM501A Manage human resources services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and oversee and deliver human resources services. It is not specific to any given human resources function and deals with the coordination of services and approaches. This unit takes an overview of human resources services and includes business ethics. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers with broad experience who have responsibility for coordinating a range of human resources practices across an organisation. They may have other human resources staff reporting to them.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine strategies for delivery of human resources services	1.1. Analyse strategic and operational plans to determine ***human resources requirements*** 1.2. Consult line and senior managers to identify human resources needs within their area 1.3. Develop ***options*** for delivery of human resources services 1.4. Ensure options for human resources services comply with ***legislative requirements and organisational policies*** 1.5. Develop and agree on strategies and action plans for delivery of human resources services 1.6. Agree and document roles and responsibilities of human resources team, line managers, and external contractors
2. Manage the delivery of human resources services	2.1. Develop and negotiate service agreements between the human resources team, service providers and client groups 2.2. Document and communicate service specifications, performance standards and timeframes 2.3. Identify and arrange training support if required 2.4. Agree and arrange monitoring of quality assurance processes 2.5. Ensure that services are delivered by appropriate

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ELEMENT	PERFORMANCE CRITERIA
	providers in accordance with service agreements and operational plans 2.6. Identify and rectify underperformance of human resources team or service providers
3. Evaluate human resources service delivery	3.1. Survey clients to determine level of satisfaction 3.2. Capture on-going client feedback for the review processes 3.3. Analyse feedback and surveys and recommend changes to service delivery 3.4. Obtain approvals to variations in service delivery from appropriate managers
4. Manage integration of business ethics in human resources practices	4.1. Ensure that personal behaviour is consistently ethical and reflects values of the organisation 4.2. Ensure that Code of Conduct is observed across the organisation and that its expectations are incorporated in human resources policies and practices 4.3. Observe confidentiality requirements in dealing with all human resources information 4.4. Deal with unethical behaviour promptly 4.5. Ensure that all human resources staff are clear about ethical expectations of their behaviour

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical and problem-solving skills to review business and operational plans and to develop and evaluate human resources strategies to support these plans • communication and negotiation skills to consult with key stakeholders across the organisation and to ensure their support for human resources strategies • communication skills to manage service delivery • learning skills to see that performance is managed and skills are developed in a range of contexts.
Required knowledge
• human resources strategy and planning processes as they relate to business and

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REQUIRED SKILLS AND KNOWLEDGE
operational plans • performance and contract management • relevant legislation which applies to human resources.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated skills in planning and implementing a coordinated approach to human resources functions across the organisation • demonstration of engaging key stakeholders, implementing methods for developing and monitoring human resources plans, and aligning human resources with broader business objectives • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports/examples of human resources plans and evaluations of those plans • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of performance and contract management • review of documentation outlining roles and responsibilities of human resources team, line managers, and external contractors

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EVIDENCE GUIDE	
	• review of documentation outlining service specifications, performance standards and timeframes and documentation of how these were communicated.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Human resources requirements may include:	• assessment and development centres • career management • competency development processes • counselling • discrimination, vilification and harassment advice • education and training programs • feedback • flexible work arrangements • induction and orientation programs • industrial relations advice • occupational health and safety (OHS) • personal and career development planning • rehabilitation and return to work • remuneration/benefits advice • self-analysis and self-assessment • staff selection • succession planning • tele-working procedures

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RANGE STATEMENT	
	• workers compensation
Options will include:	• cost benefit analysis • risk analyses • recommendations to relevant groups and individuals - all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation
Legislative requirements and organisational policies may include:	• award and enterprise agreements, and relevant industrial instruments • relevant industry codes of practice • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM506A Manage recruitment selection and induction processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage all aspects of the recruitment selection and induction processes in accordance with organisational policies and procedures. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to human resources managers or human resources personnel who take responsibility for managing all aspects of selecting new staff and orientating those staff to their new positions. It is not assumed that the manager will be directly involved in the selection processes themselves, although this may well be the case. In small organisations this role may belong to someone who is not a dedicated human resources professional; the unit however will still be applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop recruitment, selection and induction policies and procedures	1.1. Analyse strategic and operational plans and policies to identify relevant policies and objectives 1.2. Develop ***recruitment***, ***selection and induction policies and procedures*** and supporting documents 1.3. Review options for technology to improve the efficiency and effectiveness of the recruitment and selection process 1.4. Obtain support for policies and procedures from senior managers 1.5. Trial forms and documents that support policies and procedures and make necessary adjustments 1.6. Communicate policies and procedures to relevant staff and provide training if required
2. Recruit and select staff	2.1. Determine future human resources needs in collaboration with ***relevant managers and sections*** 2.2. Ensure current position descriptors and person specifications for vacancies are used by managers

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ELEMENT	PERFORMANCE CRITERIA
	and others involved in the recruitment, selection and induction processes 2.3. Provide access to training and other forms of support to all persons involved in the recruitment and selection process 2.4. Ensure that ***advertising*** of vacant positions complies with organisational policy and legal requirements 2.5. Utilise ***specialists*** where necessary 2.6. Ensure that ***selection procedures*** are in accordance with organisational policy and legal requirements 2.7. Ensure that processes for advising applicants of selection outcome are followed 2.8. Ensure that job offers and contracts of employment are executed promptly and that new appointments are provided with advice about salary, terms and conditions
3. Manage staff induction	3.1. Provide access to training and ongoing support for all persons engaged in staff induction 3.2. Check that induction processes are followed across the organisation 3.3. Oversee the management of probationary employees and provide them with feedback until their employment is confirmed or terminated 3.4. Obtain feedback from participants and relevant managers on the extent to which the induction process is meeting its objectives 3.5. Make refinements to induction policies and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to liaise across the organisation and to ensure that policies and procedures are well supported • leadership skills to engage others and to ensure that good processes are followed and supported

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REQUIRED SKILLS AND KNOWLEDGE
• literacy skills to document clear policies and procedures and to develop proformas to support recruitment, selection and induction.
Required knowledge
• concept of outsourcing • diversity, equal employment opportunity and anti-discrimination principles and associated legislation • employee contracts • industrial relations • recruitment and selection methods, including assessment centres • relevant legislation on equal opportunity, industrial relations and anti-discrimination • relevant terms and conditions of employment • understanding of psychometric and skills testing programs • workplace relations regulations, workplace relations legislation and other relevant legislation.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a policy and procedures framework for recruitment, selection and induction OR critical analysis of an existing policy and procedures framework for recruitment, selection and induction • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on recruitment,

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EVIDENCE GUIDE	
	selection and induction processes • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of training and other forms of support provided to all persons involved in the recruitment and selection process • evaluation of trialling of forms and documents that support policies and procedures • review of documentation outlining feedback obtained from participants and relevant managers on the extent to which the induction process is meeting its objectives • oral or written questioning to assess knowledge of relevant legislation and selection processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units form the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Recruitment, selection and induction policies and procedures may address:	• application processing • competency profiling • documentation and use of standard forms • equal opportunity, anti-discrimination and diversity principles • interviewing methodologies • job analysis • job classifications, assessment centres • job description

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RANGE STATEMENT	
	• job evaluation • privacy and confidentiality • probationary periods • psychometric assessment • recruitment advertising • reference checks • selection panels and their composition • the application of commercial software packages to improve efficiency in recruitment and selection processes • training for new staff • use of external agencies
Relevant managers and sections includes:	• those who have a role in the recruitment selection or induction processes
Advertising may occur through:	• internal channels • internet • newspapers • radio • recruitment agencies or specialists • television
Specialists may include:	• recruitment agencies • remuneration specialists • staff who run security checks • vocational psychologists
Selection procedures may include:	• aptitude test or IQ tests • behaviour in leaderless groups • demonstration of techniques or technical skills • interviews, including structured interviews, behavioural interviews or other interviewing methodologies • peer assessments • personality testing • psychometric testing • referee reports • use of an assessment centre • work samples

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBINM201A Process and maintain workplace information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to collect, process, store and maintain workplace information and systems. It also includes the maintenance of filing and records systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of information and information systems in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect information	1.1. Collect ***information*** in a timely manner and ensure that it is relevant to organisational needs 1.2. Use ***business equipment/technology*** available in the work area to effectively obtain information 1.3. Apply ***organisational requirements*** relating to security and confidentiality in handling information
2. Process workplace information	2.1. Use business equipment/technology to process information in accordance with organisational requirements 2.2. Process information in accordance with defined timeframes, guidelines and procedures 2.3. Update, modify and file information in accordance with organisational requirements 2.4. Collate and despatch information in accordance with specified timeframes and organisational requirements
3. Maintain information systems	3.1. Maintain information and filing systems in accordance with organisational requirements 3.2. Identify, ***remove*** and/or ***relocate inactive or dead files*** in accordance with organisational requirements 3.3. Establish and assemble new files in accordance with organisational requirements 3.4. Update reference and index systems in accordance with organisational requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to read and understand organisation's recordkeeping and information systems(including classification systems), to follow sequenced written instructions and to comprehend/interpret nature of record content • numeracy skills to sequence and index files • planning skills to organise work priorities and arrangements • problem-solving skills to solve routine problems • technology skills to select and use technology appropriate to maintaining workplace information.
Required knowledge

• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety
• organisational policies and procedures relating to collecting and processing workplace information
• organisational recordkeeping/filing systems and security procedures
• organisation's business and structure
• range of filing systems including paper-based and software-based.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying organisational policies and procedures for collecting and processing workplace information • accuracy in recording and documenting information • correctly storing, classifying and maintaining documents and records.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of workplace information systems.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of maintenance of information and filing systems • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of the management of information in the workplace.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other information management units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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

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RANGE STATEMENT	
regional contexts) may also be included.	
Information may include:	• computer databases (library catalogue, customer records) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • forms (insurance forms, membership forms) • invoices (from suppliers, to debtors) • minutes of meetings • personnel records (personal details, salary rates) • sales records (monthly forecasts, targets achieved)
Business equipment/technology may include:	• answering machine • binder • computer • fax machine • filing systems (manual/computerised/electronic) • photocopier • printer • telephone
Organisational requirements may include:	• despatching and collecting procedures • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for deciding which records should be captured and filed • procedures for updating records • security procedures
Removing inactive or dead files may include:	• compressing computer files prior to archiving • periodically archiving or deleting files • transferring files at regular intervals or routinely checking for dead or inactive files • transferring records from the active filing system to secondary storage
Relocating inactive or dead files may include:	• electronic (email, internet access, diskette, tape, CD-ROM) • microfilm • photographic material

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RANGE STATEMENT	
	• printed material

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Information Management

Co-requisite units

Co-requisite units		

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BSBINM301A Organise workplace information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and knowledge management systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of information management to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collect and assess information	1.1. Access product and service ***information*** in accordance with ***organisational requirements*** 1.2. Ensure ***methods of collecting information*** are reliable and make efficient use of available time and resources 1.3. Assess information for clarity, accuracy, currency and relevance to intended tasks 1.4. Use ***interpersonal skills*** to access relevant information from teams and individuals
2. Organise information	2.1. Organise information in a ***format*** suitable for analysis, interpretation and dissemination in accordance with organisational requirements 2.2. Use appropriate ***technology***/***systems*** to maintain information in accordance with organisational requirements 2.3. Collate information and materials, and communicate to relevant ***designated persons*** 2.4. Identify difficulties organising and accessing information and solve collaboratively with individuals and team members 2.5. Update and store information in accordance with organisational requirements and systems
3. Review information	3.1. Actively seek ***feedback*** on clarity, accuracy and

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ELEMENT	PERFORMANCE CRITERIA
needs	sufficiency of information to ensure relevance of information and system 3.2. Review the contribution of information to decision making and implement appropriate modifications to collection processes 3.3. Identify future information needs and incorporate in modifications to collection processes 3.4. Document future information needs and incorporate in modifications to reporting processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to classify and report information
- literacy skills to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to display information in a format suitable to the target audience.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- methods for checking validity of information and its sources
- organisational recordkeeping/filing systems, security procedures and safe recording practices
- policies and procedures relating to distribution of workplace information, and legal and ethical obligations.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • providing accurate information for defined purposes • systematic maintenance and handling of data and documents • using business technology to manage information • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of information documents found in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of organisational recordkeeping/filing systems • analysis of how information and materials were communicated to relevant people • review of documentation outlining future information needs.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBWRT301A Write simple documents • general administration units • other information management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Information may include:	• computer databases (e.g. library catalogue, customer records) • computer files (e.g. letters, memos and other documents) • correspondence (e.g. faxes, memos, letters, email) • financial figures • forms (e.g. insurance forms, membership forms) • invoices (e.g. from suppliers, to debtors) • personnel records (e.g. personal details, salary rates) • production targets • sales records (e.g. monthly forecasts, targets achieved)
Organisational requirements may include:	• code of conduct/code of ethics • information protocols • legal and organisational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information may include:	• checking research provided by others • checking written material including referrals and client files • classification tools • individual research • information from other organisations • interviews with colleagues/customers

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RANGE STATEMENT	
	• observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Interpersonal skills may include:	• consultation methods, techniques and protocols • networking • seeking feedback from group members to confirm understanding • summarising and paraphrasing • using appropriate body language
Format may include:	• adding headers and footers • incorporating graphics and pictures • inserting symbols • using legends • using a particular software application • using tables and charts
Technology may include:	• answering machine • computer • email • fax machine • internet/extranet/intranet • photocopier • shredder • telephone
Systems may include:	• information management systems • knowledge management systems • record management systems
Designated persons may include:	• clients • colleagues • committee • external agencies • line management • statutory bodies • supervisor
Feedback may include:	• audit documentation and reports • comments from clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Information Management

Co-requisite units

Co-requisite units		

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BSBINM401A IMPLEMENT WORKPLACE INFORMATION SYSTEM

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement the workplace information system. It involves the identification, acquisition, initial analysis and use of appropriate information, which plays a significant part in the organisation's effectiveness. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers play a significant role in contributing to the organisation's effectiveness in identifying, acquiring, analysing and using appropriate information. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, leadership and guidance of others, and some discretion and judgement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify and source information needs	1.1. Determine and locate ***information*** required by teams 1.2. Acquire and review information held by the organisation to determine suitability, accessibility, currency and reliability according to ***organisational policies***
2. Collect, analyse and report information	2.1. Collect information, which is adequate and relevant to the needs of teams, in a timely manner 2.2. Ensure information is in a format suitable for analysis, interpretation and dissemination 2.3. Analyse information to identify and report relevant trends and developments in terms of the needs for which it was acquired
3. Implement information systems	3.1. Implement management information systems effectively to store, retrieve and regularly review data for decision making purposes 3.2. Use ***technology*** available in the work area to manage information effectively

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Submit recommendations for improving the information system to ***designated persons and/or groups***
4. Prepare for information system changes	4.1. Collect information about information system future needs in consultation with ***colleagues***, including those who have a specialist role in resource management 4.2. Ensure estimates of information system future needs reflect the organisation's ***business plans***, and customer and supplier requirements 4.3. Support proposals to secure resources by clearly presenting submissions that describe realistic options, benefits, costs and outcomes 4.4. Prepare team members to work with new technology and information system changes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to work with information, and to research and present information in ways that are appropriate to the work team
- technology skills to work with a range of information systems.

Required knowledge

- information management systems and technology that would be associated with the workplace such as:
  - budgets and financial management systems
  - customer information software or records
  - databases
  - personal digital assistant (PDA)
  - product and service information
  - project management software
  - record management systems
  - spreadsheets.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis of the information that is required for the effective functioning of the team's work together • knowledge of the range of information systems that are, or should be, available in the workplace • ability to recognise what information system changes and improvements will be required in the future.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of techniques in working with information management systems • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of relevant technology • review of documentation analysing information trends and developments • written reports on future information system needs • review of preparation undertaken for team members to work with new technology and information system changes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Information may include:	• archived, filed and historical background data • continuous improvement and quality assurance data • data available internally or externally • data shared and retrieved in various forms such as in writing or verbally, electronically or manually • financial and contractual data • marketing and customer-related data • organisational performance data • planning and organisational documents • policies and procedures
Organisational policies may include:	• guidelines for decision making throughout the organisation that link the formulation of strategy with its implementation • sets of accepted actions approved by the organisation • Standard Operating Procedures
Technology may include:	• computerised systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
Designated persons and/or groups may include:	• groups designated in workplace policies and procedures • managers or supervisors with management roles and responsibilities concerning information systems • other stakeholders accessing the information system such as customers and service providers • other work groups or teams whose work will be affected by the system

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RANGE STATEMENT	
Colleagues may include:	• employees at the same level or more senior managers • occupational health and safety committee members and other specialists • people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Business plans may include:	• cash flow projections • long-term budgets/plans • operational plans • short-term budgets/plans • spreadsheet-based financial projections • targets or key performance indicators for production, productivity, wastage, sales, income and expenditure

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBINM501A Manage an information or knowledge management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise learning to use an information or knowledge management system and to manage the use of the system. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who have responsibility for seeing that key information and corporate knowledge are retained, accessible to others and improve business outcomes. The unit does not address the requirement to select the technical system (software or hardware), which is seen as the role of an information technology specialist, although in some smaller organisations this may be a part of the manager's role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Organise learning to use information or knowledge management system	1.1. Identify learning needs of ***relevant personnel*** and ***stakeholders*** for input into, and use of, ***an information or knowledge management system*** 1.2. Identify and secure human, financial and physical resources required for ***learning activities*** to use an information or knowledge management system 1.3. Organise and facilitate learning activities 1.4. Promote and support use of the system throughout the organisation 1.5. Monitor and document effectiveness of learning activities
2. Manage use of information or knowledge management system	2.1. Ensure implementation of ***policies and procedures for the information or knowledge management system*** are monitored for compliance, effectiveness and efficiency 2.2. Address implementation issues and problems as they arise

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Monitor integration and alignment with data and information systems 2.4. Collect information on achievement of ***performance measures*** 2.5. Manage contingencies such as system failure or technical difficulties by accessing technical specialist help as required
3. Review use of information or knowledge management system	3.1. Analyse effectiveness of system and report on strengths and limitations of the system 3.2. Review business and operational plan and determine how effectively the system is contributing to intended outcomes 3.3. Make recommendations for improvement to system, policy or work practices

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to ensure the system is working in accordance with organisational expectations and to deal with contingencies
- technology skills to work with and manage the use of the information or knowledge management system.

Required knowledge

- legislation, codes of practice and national standards, for example:
  - privacy and confidentiality legislation
  - freedom of information legislation
  - AS 5037:2005 Knowledge management - A guide
- organisational policies and procedures, for example:
  - records management
  - information management
  - customer service
  - commercial confidentiality
- organisational operations, and existing data and information systems.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis of the strengths and weaknesses of information or knowledge management system/s and evaluation of suitability for a particular work or organisational context • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to system • access to system user feedback.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports reviewing and evaluating information or knowledge management systems • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of relevant organisational policies and procedures • review of identified learning needs personnel and stakeholders regarding the information or knowledge management system • evaluation of monitoring and documentation about the effectiveness of learning activities • analysis documentation reporting on the strengths and limitations of the system • review of recommendations made for improvements to the system, policy or work practices.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant personnel include:	• managers, leaders, supervisors and coordinators • owners • staff, team members and colleagues
Stakeholders include:	• clients and customers • employee representatives • funding bodies • industry, professional and trade associations • regulatory bodies and authorities • sponsors • tenderers, suppliers and contractors
Information or knowledge management is defined as:	• equipment, strategies, methods, activities and techniques used formally and informally by individuals and the organisation to identify, collect, organise, store, retrieve, analyse, share and draw on information and knowledge valuable to the work of the organisation
An information or knowledge management system:	• comprises policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders
Learning activities include:	• coaching and mentoring programs • help desks • information sessions, briefings, workshops and training programs • paper-based or electronic (including intranet)

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RANGE STATEMENT	
	learning opportunities • use of expert workers such as coaches and mentors to help other personnel use the system
Policies and procedures for the information or knowledge management system cover:	• complying with legislative requirements (such as privacy, confidentiality and defamation requirements) and other policies and procedures • content guidelines • ensuring accuracy and relevance of knowledge input into the system • mechanisms, formats and styles of input to system, including appropriate alternative formats for people with a disability • permissions for input • removing out-of-date, inaccurate and content that is no longer relevant • selecting, maintaining and disposing of knowledge in the system • sharing knowledge in the system
Performance measures include:	• key performance indicators • other systems and measures to enable assessment of how, when, where and why outcomes are being achieved • performance objectives • performance standards (including codes of conduct) • qualitative or quantitative mechanisms to measure individual performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

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Co-requisite units

Co-requisite units		

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BSBINM601A Manage knowledge and information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain information processing systems to support decision making, and to optimise the use of knowledge and learning throughout the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people working in management roles who have responsibility for ensuring that critical knowledge and information are readily available to review the organisation's performance and to ensure its effective functioning. Knowledge and information can include business performance data, customer feedback, statistical data and financial data.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Obtain information relevant to business issues	1.1. Review staff and customer feedback and business performance data 1.2. Identify, define and analyse business problems and issues 1.3. Identify information required to reach a decision on problems/issues 1.4. Source and gather reliable information 1.5. Test information for reliability and validity, and reject where contradictory or ambiguous 1.6. Utilise formal and informal networks to access corporate knowledge/memory not held in formal systems and review appropriately
2. Analyse information and knowledge	2.1. Ensure objectives for analyses are clear, relevant and consistent with the decisions required 2.2. Identify patterns and emerging trends correctly and interpret as to cause and effect 2.3. Utilise ***statistical analyses*** and interpretation where appropriate 2.4. Undertake ***sensitivity analysis*** on any proposed options 2.5. Ensure documentation reflects a logical approach to the evaluation of the evidence and conclusions drawn

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Adjust ***management information systems*/*decision support systems*** to meet information processing objectives
3. Take decisions on business issues identified	3.1. Ensure sufficient valid and reliable information/evidence is available to support a decision 3.2. Utilise ***risk management*** plans to determine acceptable courses of action 3.3. Utilise appropriate ***quantitative methods*** to assist decision making 3.4. Consult specialists and other ***relevant groups and individuals*** 3.5. Ensure decisions taken are within the delegation/accountability of the group/individual responsible 3.6. Make decisions in accordance with organisational guidelines and procedures 3.7. Ensure decisions taken are consistent with organisational objectives, values and standards 3.8. Ensure decisions are taken in a timely manner
4. Disseminate information to the organisation	4.1. Ensure advice/information needs are documented and are specific to location, format and time line requirements 4.2. Document information and update databases regularly 4.3. Design and test systems to meet information requirements of decision makers 4.4. Ensure information is up-to-date, accurate, relevant and sufficient for the recipient 4.5. Develop ***communication plans*** and disseminate information 4.6. Adhere to confidentiality/privacy policies in the transmission/release of information/advice 4.7. Review and update communication plans regularly 4.8. Utilise ***technology*** which provides optimum efficiency and quality 4.9. Maintain ***corporate knowledge*** and ensure security

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to identify improvement opportunities in relation to the services/products delivered internally or concepts/ideas in area of expertise • communication and consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input • quantitative and qualitative research skills to locate and review relevant data and information • technology skills to consider various software and hardware options for storing and accessing data and information.
Required knowledge
• new technologies and their suitability to knowledge and information management • risk management.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documentation which tracks a particular problem/issue through information gathering and analysis, decision making and taking, and dissemination to relevant groups and individuals • development and utilisation of relevant information storage and retrieval systems, as well as accessing informal knowledge and information from informal networks within the organisation • knowledge of new technologies and their suitability to knowledge and information management.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources

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EVIDENCE GUIDE	
	normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports on knowledge management and information management • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of information management systems • review of documentation identifying, defining and analysing business problems and issues • evaluation of communication plans • evaluation of the transmission/release of information/advice in terms of adhering to confidentiality/privacy policies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Statistical analyses may include:	• correlation calculations • long-term trend analyses • probability assessment • regulation analyses • short to medium-term trend analyses
Sensitivity analyses means:	• applying 'what if' scenarios to available

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RANGE STATEMENT	
	options
Management information systems means:	• formal systems for collecting, storing and synthesising information to be used in management decision making
Decision support systems are:	• management information systems which include some form of computer-based assistance to decision making (expert systems)
Risk management means:	• process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood or consequences of the negative event if it occurs
Quantitative methods may include:	• dynamic programming • linear programming • queuing theory • simulation • transportation methodology
Relevant groups and individuals means:	• those personnel who have knowledge about the issue being dealt with and the expertise to assist the decision making process
Research may include:	• focus groups • group interviews • individual interviews • surveys
Communication plans means:	• structured program for the dissemination of information and the receipt of feedback information from individuals relevant to the process or activity
Technology may include:	• audio-visual media • internet • intranet • print media • radio • telephone • television
Corporate knowledge may include:	• copyright • intellectual property • technology

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBINN301A Promote innovation in a team environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to be an effective and pro active member of an innovative team. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies individuals who play a pro active role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. The team may 'make itself' or be constructed by others. It may have core members and members who participate at certain times or for particular purposes. It may be permanent or temporary, or come together at different times to work on specific projects. The team could consist of a team of contractors/freelancers, permanent staff, clients and service providers, or any combination of these groups. It may operate within an organisation or across several organisations - or simply across a group of individuals. The key focus of the unit is on what makes for an innovative team, what keeps it working well, how the structure of work can make a difference and what skills and knowledge are needed to maximise opportunities for innovation. Where a greater focus on team leadership is required this unit should be combined with units such as BSBLED401A Develop teams and individuals.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Create opportunities to maximise innovation within the team	1.1. Evaluate and reflect on ***what the team needs and wants to achieve*** 1.2. Check out ***information about current or potential team members' work*** in the context of developing a more innovative team 1.3. Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross-fertilising ideas 1.4. Acknowledge, respect and discuss the ***different ways that different people may contribute*** to building or

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ELEMENT	PERFORMANCE CRITERIA
	enhancing the team
2. Organise and agree effective ways of working	2.1. Jointly establish ***ground rules*** for how the team will operate 2.2. Agree and communicate responsibilities in ways that encourage and reinforce ***team-based innovation*** 2.3. Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4. Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5. Establish personal reward and stimulation as an integral part of the team's way of working
3. Support and guide colleagues	3.1. Model ***behaviour that supports innovation*** 3.2. Seek ***external stimuli and ideas*** to feed into team activities 3.3. Pro-actively share information, knowledge and experiences with other team members 3.4. Challenge and test ideas within the team in a positive and collaborative way 3.5. Pro-actively discuss and explore ideas with other team members on an ongoing basis
4. Reflect on how the team is working	4.1. De-brief and reflect on activities and on opportunities for improvement and innovation 4.2. Gather and use feedback from within and outside the team to generate discussion and debate 4.3. Discuss the ***challenges of being innovative*** in a constructive and open way 4.4. Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5. Identify, promote and celebrate successes and examples of successful innovation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
• communication skills to work collaboratively as part of a team, to provide guidance and support to others, and to participate in open and constructive discussions • creative thinking skills to generate, explore, test and challenge ideas • learning skills to stretch boundaries of own knowledge and skills • literacy skills to analyse a wide range of information from varied sources • planning and organisational skills to participate in the effective allocation of work in a team context • problem-solving skills to work constructively to overcome issues and challenges of both a practical and conceptual nature and to make ideas become realities • self-management skills to take a pro-active team role and to reflect on own performance in modelling and encouraging behaviour that supports innovation.
Required knowledge
• barriers to innovation that can occur within a team and broader barriers that sometimes hinder innovation • broad concepts of innovation including what innovation is, different types of innovation and the benefits of innovation • characteristics of teams that are more likely to be innovative and characteristics of broader environments that support and encourage innovation • different roles that people may play within a team, how this impacts on the way a team works and what it might achieve • group dynamics in a team.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • active participation in a team where the team takes a pro-active and considered approach to innovation and innovative practice • collaborative and open communication within the team • knowledge and understanding of the internal and external factors that contribute to a team becoming

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EVIDENCE GUIDE	
	and remaining innovative.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of skills as part of a team.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of team interactions • evaluation of reports by the candidate or the team (could be oral or written) discussing the ideas, challenges and opportunities associated with teams, and how they can be more innovative • evaluation of feedback from other people in the team about the candidate's communication approaches and abilities • oral or written questioning to assess knowledge of the characteristics of innovative teams, innovation concepts more broadly and they ways in which innovation can be encouraged • review of jointly established 'groundrules' for how the team will operate.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
What the team needs and wants to achieve may relate to:	• addressing particular customer feedback • conceiving and implementing a particular

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RANGE STATEMENT	
	project • developing new services or products • generating ongoing ideas within the work unit • improving budgetary performance • improving or changing work conditions • new ideas that impact beyond the workplace (e.g. that have a broader social or community impact)
Information about current or potential team members' work may relate to:	• interests • lifestyle preferences • past jobs • technical strengths • work preferences • working styles
Different ways that different people may contribute may relate to individual strengths around:	• creating positive energy within the team • fundamental literacy strengths (e.g. particularly strong in visual literacy, written or spoken communication) • generating ideas • networks or spheres of influence • particular ways of thinking • powers of persuasion • problem-solving capacities • specific technical skills or knowledge
Ground rules may relate to:	• boundaries or lack of boundaries for team activities and ideas • confidentiality • copyright, moral rights or intellectual property • regularity of communication • key roles and responsibilities • time lines • ways of communicating
Team-based innovation may be encouraged through:	• accessing training and learning opportunities • enough but not too much guidance and structure • equitable sharing of workload • follow-through with ideas • supportive communication
Behaviour that supports innovation may include being:	• collaborative • equitable

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RANGE STATEMENT	
	• fair • fun • hardworking • reflective • responsible • sympathetic
External stimuli and ideas might be from:	• Australia or overseas • colleagues outside of the team • family and friends • internet • journals • networks or technical experts • other organisations
Challenges of being innovative may relate to:	• budgetary or other resource constraints • competing priorities • organisational culture • problems with breaking old patterns of behaviour or thinking • time pressures

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBINN502A Build and sustain an innovative work environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to create an environment that enables and supports the application of innovative practice. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self formed team of individuals. The work group could be permanent or temporary in nature. The unit focuses on the skills and knowledge required to develop and implement a holistic approach to the integration of innovation across all areas of work practice. It also acknowledges the importance of wider contextual evaluation for potential innovations to ensure their value and benefit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Lead innovation by example	1.1. Make innovation an integral part of ***leadership and management activities*** 1.2. Demonstrate positive reception of ideas from others and provide constructive advice 1.3. Establish and maintain relationships based on mutual respect and trust 1.4. Take considered ***risks*** to open up opportunities for innovation 1.5. Regularly evaluate own approaches for consistency with the wider organisational or project context
2. Establish work practices that support innovation	2.1. Consult on and establish ***working conditions*** that reflect and encourage innovative practice 2.2. Introduce and maintain ***workplace procedures*** that foster innovation and allow for rigorous ***evaluation of innovative ideas*** 2.3. Facilitate and participate in ***collaborative work arrangements*** to foster innovation

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Build and lead teams to work in ***ways that maximise opportunities for innovation***
3. Promote innovation	3.1. Acknowledge suggestions, improvements and innovations from all colleagues 3.2. Find appropriate ***ways of celebrating and promoting innovation*** 3.3. Promote and reinforce the value of innovation according to the vision and objectives of the organisation or project 3.4. Promote and support the evaluation of innovative ideas within the wider organisational or project context
4. Create a physical environment which supports innovation	4.1. Evaluate the ***impact of the physical environment*** in relation to innovation 4.2. Collaborate with colleagues about ideas for enhancing the physical work environment before taking action 4.3. Consider potential for supporting innovation when selecting physical resources and equipment 4.4. Design, fit-out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive workplace relationships
5. Provide learning opportunities	5.1. Pro-actively share relevant information, knowledge and skills with colleagues 5.2. Provide or encourage ***formal and informal learning opportunities*** to help develop the skills needed for innovation 5.3. Create opportunities in which individuals can learn from the experience of others

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication, consultation and negotiation skills to model and lead, open and collaborative relationships

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REQUIRED SKILLS AND KNOWLEDGE
• comprehension skills to interpret and develop information that may deal with complex ideas and relate to issues both within and outside a given workplace context • planning and organisational skills to implement wide-ranging practical processes and procedures that support innovation • problem-solving skills to assess and respond to challenges and risks around innovation at an operational management level • self-management and learning skills to evaluate and enhance personal effectiveness, and to promote a culture of ongoing learning and development.
Required knowledge
• benefits of providing coaching and learning opportunities in relation to innovation • concept of innovation, what it is and what it means for different people either working independently or within an organisation • context for innovation in the relevant workplace context including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects • different ways of rewarding performance • factors and tools that can motivate individuals to use creative thinking and apply innovative work practices • legislative framework that impacts on operations in the relevant workplace context • management principles and leadership styles, including the impact of different approaches on innovation • typical challenges and barriers to innovation within teams and organisations, and ways of overcoming these • ways in which workplace climate can affect individual attitudes and performance.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishment of procedures and practices (for a project or a workplace) which support and foster innovative work practice and include sound

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EVIDENCE GUIDE	
	evaluation processes • modelling of behaviour that supports innovative work practice • knowledge and understanding of the role of leaders and managers in encouraging innovation, and the issues and challenges associated with building and sustaining an innovative work environment.
Context of and specific resources for assessment	Assessment must ensure: • involvement of a team for which the candidate provides leadership and guidance.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of outcomes and processes from activities managed by the candidate, particularly in relation to how innovation and innovative practice was encouraged and supported • oral or written questioning to assess knowledge of ways that innovation can be fostered and the typical challenges and barriers to innovation.
Guidance information for assessment	Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Leadership and management activities may include:	• people management practices • planning processes

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RANGE STATEMENT	
	• regular management meetings • review processes
Risks may include:	• budgetary issues • challenging changes in relationships, work practices and general workplace climate • unforseen impacts of innovative ideas
Working conditions may include:	• family-friendly leave entitlements • flexible working hours • social leave • study leave • time provided for coming up with ideas
Workplace procedures may relate to:	• briefing processes • client relations • performance management • project management • staff meetings • training
Evaluation of innovative ideas may relate to:	• analysing consistency with overall goals, values or vision • assessing resource requirements and practicalities • assessing the potential to find 'champions' or supporters • evaluating the external factors that may impact on the idea • exploring the implications of ideas that may stretch or change existing ways of doing things
Collaborative work arrangements might be:	• cross section • vertical teams • within a section • working with supplier organisations or partner organisations
Ways that maximise opportunities for innovation may relate to:	• collaborating • collecting data • creative thinking • future scanning • getting feedback • making suggestions • networking
Ways of celebrating and	• congratulating the project team

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RANGE STATEMENT	
promoting innovation may include:	• ensuring management acknowledgment • providing a newsletter story about the idea • using the idea to help foster other ideas • well-planned group incentive schemes
Impact of the physical environment may relate to:	• eating areas • extent to which design or style links with declared philosophies or objectives • external areas • general ambience of the work environment • location of different people • presence and ambience of relaxation areas • style of dÃ©cor • use of creative messages or images in the workplace • workspace design and dÃ©cor • workstation arrangements and opportunities for interaction
Formal and informal learning opportunities may include:	• coaching • conferences • formal training courses/programs • information seminars • job rotation • mentoring • online learning

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

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Co-requisite units

Co-requisite units		

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BSBITS401B Maintain business technology

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0.* Revised unit. Required skills updated to focus on learning and development practices and compliance with policy and procedures. Replaces BSBITS401A Maintain business technology

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes maintaining existing technology and planning for future technology requirements.

Application of the Unit

This unit applies to individuals with a broad knowledge of business technology who contribute well developed skills in creating solutions to maintenance and upgrade issues with existing technology. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Maintain performance of hardware and software	1.1 Monitor and evaluate system effectiveness to ensure it meets ***organisational and system requirements*** 1.2 Use operating system, drive and disk structure, reports and files to identify performance problems 1.3 ***Maintain disk drives and peripherals*** according to manufacturers' and organisational requirements 1.4 Replace ***consumables*** in accordance with manufacturers' and organisational requirements
2. Provide basic system administration	2.1 Carry out system back-up procedure at regular intervals according to organisational and system requirements 2.2 Install and operate ***software*** applications in accordance with developers' and organisational requirements 2.3 Maintain and update security access procedures in line with organisational requirements 2.4 Ensure that licence for use of software is used, checked and recorded in accordance with organisational requirements 2.5 Regularly maintain and update virus programs in accordance with organisational requirements
3. Identify future technology requirements	3.1 Maintain knowledge of current and new ***technology*** by regularly accessing ***sources of information*** 3.2 Identify and develop ***improved technology systems*** using feedback from clients and colleagues 3.3 Assess existing technology against newly available technology to determine future needs and priorities 3.4 Identify and select new technologies to achieve and maintain continuous organisational development 3.5 Obtain management and budget approval for new selected

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	technologies

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain the operation and troubleshooting of technology in the work environment
- literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; to display logical organisation of written information
- problem-solving skills to address routine and non-routine faults with hardware and software
- research and analytical skills to analyse and identify organisation's future technology requirements.

Required knowledge

- costs and benefits of technology maintenance strategies
- general features and capabilities of current industry accepted hardware and software products
- principles of environmental sustainable practice in implementing business technology
- importance of back-up and security procedures; maintenance and diagnostic procedures; licensing, installation and purchasing procedures
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS).

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • installing software and hardware • organising and accessing software, materials and consumables • maintaining technology security and maintenance systems • knowledge of costs and benefits of technology maintenance strategies.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of technology maintenance and security procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of general features and capabilities of current industry accepted hardware and software products.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other information and communications technology or general administration units.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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Organisational and system requirements may include:	• back-up procedures • Code of Conduct • ethical standards • legal and organisational policy/guidelines and requirements • maintenance of customised software • OHS policies, procedures and programs • quality assurance and/or procedures manuals • register of licenses • restore procedures • security and confidentiality procedures • software licence documentation • storage of information technology documentation • storage retrieval and type of product licenses • updating of virus protection systems.
Disk drive and peripherals maintenance may include:	• backing up files before major maintenance • checking hard drive for errors • cleaning dust from internal and external surfaces • creating more free space on the hard disk • defragmenting the hard disk • deleting unwanted files • reviewing programs • using up-to-date anti-virus programs.
Consumables may include:	• disks • magnetic tape and cassettes • print heads • print media • printer ribbons and cartridges.
Software may include:	• accounting applications • commercial software applications • database applications • internet/intranet/extranet related programs • organisation-specific software • presentation applications • spreadsheet applications • word processing applications.
Technology may include:	• client services • computers • data transfer devices • modems • peripherals, including:

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	• printers, scanners, tape cartridges • speakers, multimedia kits • personal computer, modems • input equipment such as mouse, touch pad, keyboard, pens • mobile phones, palmtops and personal digital assistants (PDAs), laptops and desktop computers • Bluetooth devices, universal serial bus (USB), Firewire (IEEE 1394) • photocopiers • printers • scanners • software.
Sources of information may include:	• computer hardware manufacturers • computer magazines and journals • computer software designers • industry associations • internal/external clients • internet • retail outlets • seminars, workshops and training sessions • trade fairs.
Improved technology systems may include:	• access protocols • cable data transmissions • delivery and installation systems • hardware upgrades • implementing a new system • maintenance options • multimedia • networking options • new hardware • new software • resource usage monitoring • software upgrades • environmentally sustainable design practices.

Unit Sector(s)

Information and Communications Technology – IT Support

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Custom Content Section

Not applicable.

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BSBITU203A Communicate electronically

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms, intranets and instant messaging. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who use business technology to perform a range of routine tasks to communicate with co workers, customers or others. The individual will use a limited range of practical skills and fundamental knowledge in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement procedures to send and receive electronic mail	1.1. Log in to ***software*** for sending and receiving email in accordance with ***organisational requirements*** 1.2. ***Check outgoing email for accuracy*** and ensure any required ***attachments*** are prepared, in accordance with organisational and service provider requirements 1.3. Identify urgent, confidential, personal, ***suspicious or potentially dangerous email*** and take appropriate actions 1.4. ***Deal with returned email*** in accordance with organisational policies and procedures
2. Manage electronic mail	2.1. Set security levels and/or filters for incoming email in accordance with organisational requirements 2.2. Create and maintain individual mailboxes in accordance with organisational requirements 2.3. ***Store email*** and/or attachments in accordance with organisational requirements 2.4. Empty inboxes and archive or permanently delete in accordance with organisational requirements 2.5. Prepare and maintain electronic ***mailing lists*** in accordance with organisational requirements
3. Collaborate online	3.1. Identify software to be used in collaboration 3.2. Ensure ***online collaboration*** is undertaken in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational policy, procedures and ***net etiquette*** (netiquette) 3.3. Respond to posts or communications in accordance with agreed parameters, organisational requirements and netiquette

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to request advice, to receive feedback and to work with a team • literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to draft simple correspondence • problem-solving skills to solve routine technology problems.
Required knowledge

• different methods of electronic communication
• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • sending and receiving email for a range of purposes • attaching and removing documents to email • using software applications to collaborate online • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to software applications likely to be used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of electronic communication methods and tools • review of attachments prepared for email • review of electronic mailing lists • evaluation of postings and responses to online discussions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
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) may also be included.	

Software may include:	• mobile or wireless software applications:
	  • personal digital assistants (PDA)
	  • mobile phones
	  • text messaging (SMS/TXT)
	  • multimedia messaging (MMS)
	  • internet relay chat (IRC)
	• personal computer-based software applications:
	  • email applications
	  • web-based email services
	  • chat applications
	  • internet discussion groups/boards/chat rooms
	  • intranet discussion groups/boards/chat rooms

Organisational requirements may include:	• carbon copies or blind carbon copies • concise, relevant subject line • electronic signature • form of address • formality/informality of language, tone and structure • including original message in the reply • length of emails (i.e. short and to the point) • net ethics • net etiquette(netiquette) • requesting read receipt • sender's name and address
Checking outgoing email for accuracy may include checking:	• clarity of intended meaning • completeness • content • grammar • punctuation • recipient's address • spelling • structure
Attachments may include:	• PDFs

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RANGE STATEMENT	
	• pictures • spreadsheets • word processed documents • any electronic file
Suspicious or potentially dangerous email may include:	• attachments • email where sender is unknown, and subject line is enticing and/or personal (e.g. urging the receiver to open immediately) • particular file extensions • spam (unsolicited commercial email or junk email) • unsolicited email containing viruses
Dealing with returned email may include:	• checking email address • checking size of attachment/s • re-sending • sending message by other means e.g. facsimile, post • telephoning addressee
Storing email may include:	• email application software • paper-based filing system • specialised recordkeeping, spreadsheet or database software
Mailing lists may include:	• database or spreadsheet records • electronic address books • word processing tables or data files
Online collaboration may include:	• chat rooms • email communications • instant messaging • intranet
Net etiquette may include:	• accepted (not mandated) rules for being a good net citizen (netizen) • adjust to the style and tone of discussion groups • be forgiving of other's mistakes • do not abuse your power • if you would not do it in real life do not do it in cyberspace • keep flames under control (flaming is making personal attacks on others) • look good online (spelling, grammar, and have

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RANGE STATEMENT	
	something worth saying) • protocols for discussion groups • remember you are dealing with real people not computers • respect copyright • respect other people's privacy • respect other's time and bandwidth • share expert knowledge

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU305A Conduct online transactions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake a range of online transactions, including banking, buying and selling products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of conducting online transactions to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and investigate online service provider	1.1. Undertake online research to identify ***suppliers*** of required ***products***/***services*** 1.2. Assess service provider ***confidentiality***, ***security*** and ***privacy*** facilities in accordance with individual and organisational requirements 1.3. Assess potential products/services for authenticity
2. Perform online transactions	2.1. Confirm organisational requirements for products/services to be obtained 2.2. Ensure authentication information is secured in accordance with organisational requirements 2.3. Use appropriate online functions to obtain required products/services 2.4. Report any difficulties in accessing or using online facilities to the service provider 2.5. Complete transaction and ensure that products/services are received in accordance with terms of online transaction
3. Maintain records of online transactions	3.1. Maintain records of transactions in accordance with organisational policy, procedures and level of authority 3.2. Compare organisational records with online records and deal with irregularities according to organisational policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
4. Review online transactions	4.1. Review obtained products/services rendered to determine quality, timeliness and level of customer service in relation to advertised profile 4.2. Make recommendations regarding continued or future use of online service provider, as supported by transaction history

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to negotiate with online service provider/s.
- literacy skills to read and analyse information for its relevance and sufficiency, and to follow policies and procedures
- numeracy skills to work with and evaluate monetary figures
- technology skills to operate computer and software appropriate to transaction being performed.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety
- policies and procedures relating to use of the internet and online purchasing
- service provider requirements
- legal and ethical requirements relating to a range of online transactions.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identification and selection of appropriate services to meet defined needs • use of appropriate security considerations • knowledge of policies and procedures relating to the use of the internet and online purchasing.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of legal and ethical requirements relating to a range of online transactions • review of recommendations made regarding continued or future use of online service provider.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other information and communications technology units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Suppliers may include:	• banks or other financial institutions • e-auction • e-brokerage service • e-mail • e-procurement service • e-shop • third party marketplace
Products*/*services may include:	• financial services • goods • insurance • loans • shares

Confidentiality*, *security and privacy may include:	• access to independent reviews of financial services such as:
	  • Australian Competition and Consumer Commission (ACCC)
	  • Financial Planning Association of Australia (FPA)
	• authentication services
	• disclaimers
	• firewall protection
	• jurisdiction
	• level of encryption
	• limit of liability
	• personal identification number (PIN)
	• physical site security of web server
	• receipting
	• terms and conditions of website use
	• use of 'cookies' - small files automatically downloaded from a web server to the computer of someone browsing a website - information stored in cookies can be accessed any time computer returns to the site
	• user name and password
	• warranties

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU306A Design and produce business documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and prepare resources	1.1. Select and use appropriate ***technology*** and ***software*** applications to produce required ***business documents*** 1.2. Select layout and style of publication according to information and ***organisational requirements*** 1.3. Ensure document design is consistent with company and/or client requirements, using basic design principles 1.4. Discuss and clarify format and style with person requesting document/publication
2. Design document	2.1. Identify, open and generate files and records according to task and organisational requirements 2.2. Design document to ensure efficient entry of information and to maximise the presentation and appearance of information 2.3. Use a range of ***functions*** to ensure consistency of design and layout 2.4. Operate ***input devices*** within designated requirements
3. Produce document	3.1. Complete document production within designated time lines according to organisational requirements 3.2. Check document produced to ensure it meets task requirements for style and layout 3.3. Store document appropriately and save document to

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ELEMENT	PERFORMANCE CRITERIA
	avoid loss of data 3.4. Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production
4. Finalise document	4.1. Proofread document for readability, accuracy and consistency in language, style and layout prior to final output 4.2. Make any modifications to document to meet requirements 4.3. ***Name*** and ***store*** document in accordance with organisational requirements and exit the application without data/loss damage 4.4. Print and present document according to requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- keyboarding and computer skills to complete a range of formatting and layout tasks
- literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organisational requirements
- numeracy skills to access and retrieve data
- problem-solving skills to determine document design and production processes.

Required knowledge

- appropriate technology for production requirements
- functions and features of contemporary computer applications
- organisational policies, plans and procedures
- organisational requirements for document design e.g. style guide.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • designing and producing a minimum of 3 completed business documents, using at least 2 software applications in the production of each document • using appropriate data storage options • knowledge of the functions and features of contemporary computer applications.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of style guides and organisational procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of final printed documents • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of software applications.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Technology may include:	• computers • photocopiers • printers • scanners
Software may include:	• accounting packages • database packages • presentation packages • spreadsheet packages • word processing packages
Business documents may include:	• accounts statements • client databases • newsletters • project reviews • proposals • reports • web pages
Organisational requirements may include:	• budgets • correctly identifying and opening files • legal and organisational policies, guidelines and requirements • locating data • log-on procedures • manufacturers' guidelines • occupational health and safety policies, procedures and programs • quality assurance and/or procedures manuals • saving and closing files • security • storing data
Functions may include:	• alternating headers and footers • editing • merging documents

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RANGE STATEMENT	
	• spell checking • table formatting • using columns • using styles
Input devices may include:	• keyboard • mouse • numerical key pad • scanner
Naming documents may include:	• appropriate file type • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security
Storing documents may include:	• storage in directories and sub-directories • storage on CD-ROMs, disk drives or back-up systems • storing/filing hard copies of computer generated documents • storing/filing hard copies of incoming and outgoing facsimiles • storing/filing incoming and outgoing correspondence

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU307A Develop keyboarding speed and accuracy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop keyboard skills with speed and accuracy using touch typing techniques.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a range of environments and are required to enter text and data with speed and accuracy. On successful completion of this unit, individuals must be assessed in accordance with the current version of AS 2708: 2001 and issued with a speed statement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use safe work practices	1.1. Adjust workspace, furniture and equipment to suit ***ergonomic requirements*** of the user 1.2. Ensure ***work organisation*** meets organisational and occupational health and safety (OHS) requirements for computer operation
2. Identify and develop keyboard skills	2.1. Identify and apply keyboard functions for both alpha or numeric keyboard functions 2.2. Apply ***touch typing technique*** to complete tasks 2.3. Develop ***speed and accuracy*** in accordance with workplace requirements for level of responsibility
3. Check accuracy	3.1. Proofread document carefully to identify errors 3.2. Amend document, ensure errors are corrected and complete a final accuracy check

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
• keyboarding skills to enter text and numerical data • literacy skills to read, proofread and edit documents • numeracy skills to collate and present data, graphs and annotated references.
Required knowledge

• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  • privacy laws
  • copyright
  • OHS.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • producing word processed documents • typing with 98% accuracy assessed under test conditions in line with the current version of AS 2708:2001 Keyboarding speed tests • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to samples of word processed documents and organisational style guides • that it is in accordance with the current version of AS 2708:2001 Keyboarding speed tests, which specifies the test material, the equipment, the environment and how to conduct and score the test • that a speed statement be issued to individuals assessed as competent against the unit.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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EVIDENCE GUIDE	
	are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of outcomes of keyboarding speed tests • review of documents for accuracy • demonstration of techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • word processing units • other units that include requirements to enter text or numerical data.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation may include:	• exercise breaks • mix of repetitive and other activities • rest periods • visual display unit (VDU) eye testing

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RANGE STATEMENT	
Touch typing technique may vary according to:	• level of competency of operator • workplace requirements
Speed and accuracy must be:	• consistent with degree of experience of operator • relevant to level of responsibility

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU309A Produce desktop published documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce desktop published documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a range of environments and require skills in desktop publishing. They may work as individuals providing administrative support within an enterprise, or may be technical or knowledge experts responsible for the production of their own documents.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce desktop published documents	1.1. Use safe work practices including addressing ***ergonomic requirements*** and using ***work organisation strategies*** 1.2. Use ***energy and resource conservation techniques*** 1.3. Identify ***document*** purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.4. Identify ***organisational and task requirements*** for desktop published documents to ensure consistency of style and image
2. Set up desktop published document	2.1. ***Design*** content ***structure and layout*** to ensure information and graphics are arranged according to related topics and logical sequences 2.2. Select appropriate formatting and create templates or master pages to ensure ***consistency of design and layout*** 2.3. Confirm layout with appropriate person
3. Create desktop published document	3.1. Prepare, format and enter required text 3.2. Import text from other applications and resolve any formatting issues 3.3. Scan or import graphics from other applications and resolve any formatting issues 3.4. Arrange text and graphics according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational and task requirements
4. Finalise desktop published document	4.1. Review text for possible errors and omissions, and resolve any issues 4.2. Check page order, structure and linkages 4.3. Produce completed document in required format 4.4. ***Name and store*** text documents, in accordance with organisational requirements and exit the application without information loss/damage 4.5. Prepare text documents within ***designated time lines*** and organisational requirements for speed and accuracy 4.6. Use manuals, user documentation and online help to overcome problems with document design and production

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify requirements of documents
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- editing and proofreading skills to check own work for accuracy against original
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand the organisation's procedures and to use models or exemplars to produce a range of documents
- problem-solving skills to edit documents and to resolve issues of consistency of design.

Required knowledge

- energy and resource conservation techniques
- organisational requirements for ergonomics, work periods and breaks
- organisational style guides
- purposes, uses and functions of desktop publishing software
- styles and their effect on formatting, readability and appearance of document.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of document design and layout principles • producing desktop published documents.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources in a workplace or simulated environment • access to samples of relevantworkplace desktop published documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of desktop published documents • demonstration of techniques • oral or written questioning to assess knowledge of desktop publishing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • other IT use units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
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) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation strategies may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Documents may include:	• brochures • calendars • faxes • flyers • forms • mail merge documents, including labels • memos • multi-page letters • promotional material • reports • schedules • tables
Organisational and task requirements may include:	• company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles

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RANGE STATEMENT	
	• observing copyright legislation • organisation name, time, date, document title, filename or other fields in headers and footers • templates
Design may include:	• balance • diversity • relative positioning of graphics, headings and white space • simplicity • text flow • typography
Structure and layout may include:	• boxes • colour • columns • drawing • graphics • headings • letter and memo conventions • page layout • photographs • typeface • white space
Consistency of design and layout may include:	• annotated references • borders • bulleted and numbered lists • captions • consistency with other business documents • footnotes and endnotes • indentations • page numbers • spacings • font styles and point size
Naming and storing documents may include:	• authorised access • file and folder names which identify requirements such as the operator, author, section or date • filing locations • file names according to organisational procedure • file names which are easily identifiable in

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RANGE STATEMENT	
	relation to the content • organisational policy for backing up files storage in folders and sub-folders • organisational policy for filing hard copies of documents • security and password protection • storage on disk drives, USBs, CD-ROM, tape back-up to server
Designated time lines may include:	• time line agreed with internal or external client • time line agreed with supervisor or person requiring document • organisational time line e.g. deadline requirements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU404A Produce complex desktop published documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce complex desktop published documents. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals employed in a range of work environments who require well developed skills in desktop publishing. They may be individuals providing administrative support within an enterprise, or others responsible for the production of their own documents.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to produce desktop published documents	1.1. Use safe work practices including addressing ***ergonomic requirements*** and using ***work organisation strategies*** 1.2. Use ***energy and resource conservation techniques*** 1.3. Identify ***document purpose***, audience, presentation and ***final output*** requirements, and clarify with relevant personnel as required 1.4. Identify ***organisational and task requirements*** for desktop published documents to ensure consistency of style and image
2. Design desktop published documents	2.1. ***Design*** document to enhance readability and appearance, according to organisational and task requirements 2.2. Determine document type and assess production and design requirements 2.3. Set up and use master pages, templates and styles to ensure ***consistency of design and layout*** 2.4. Set up colour palettes according to organisational and task requirements
3. Create desktop published documents	3.1. Prepare, format and enter required text 3.2. Import text from other applications and resolve any formatting issues 3.3. Scan or import graphics from other applications and

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ELEMENT	PERFORMANCE CRITERIA
	resolve any formatting issues 3.4. Use ***complex software functions*** to arrange text and graphics on page, according to organisational and task requirements
4. Finalise desktop published documents	4.1. Ensure pages. and combined graphics and text are composed correctly, to suit organisational and task requirements 4.2. Check that numerical sequencing and laydown of document is correct, to meet binding and finishing requirements 4.3. Incorporate bleed allowance in margins and borders
5. Produce desktop published documents	5.1. Review text for possible errors and omissions, and resolve any issues 5.2. Produce completed document in line with required final output 5.3. ***Name and store text documents***, in accordance with organisational requirements and exit the application without information loss/damage 5.4. Prepare text documents within ***designated time lines*** and organisational requirements for speed and accuracy 5.5. Use manuals, user documentation and online help to overcome problems with document design and production

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify requirements of documents
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- editing and proofreading skills to check own work for accuracy against original
- keyboarding skills to enter text and numerical data
- literacy skills to read and understand organisation's procedures and to use models or exemplars to produce a range of documents
- problem-solving skills to edit documents and to resolve issues of consistency of

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REQUIRED SKILLS AND KNOWLEDGE
design.
Required knowledge
• formatting styles and their effect on formatting, readability and appearance of documents • organisational requirements for ergonomics, work periods and breaks, and energy and resource conservation techniques • purposes, uses and functions of desktop publishing software • organisational style guide.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying document design and layout principles • producing complex desktop published documents.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to samples of desktop published documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques in a workplace or simulated environment • oral or written questioning to assess knowledge of desktop publishing software functions.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other information and communications technologyunits.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation strategies may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Document purpose may include using:	• call outs • captions • concordance files • different odd and even pages • document protection • drawing

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RANGE STATEMENT	
	• forms with fields • hyperlinks • long documents • linked or embedded objects • mail merge data documents • master documents • MS WordArt • multiple headers and footers • multiple sections • multiple users • primary mail merge documents • subdocuments • templates
Final output may include:	• electronic publishing • printed document • professionally printed document • web services
Organisational and task requirements may include:	• company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • master pages • observing copyright legislation • organisation name, time, date, document title, filename or other fields in headers or footers • sheet size • style sheets • templates
Design may include:	• balance • boxes • colour • columns • diversity • drawing • graphics • headings • letter and memo conventions

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RANGE STATEMENT	
	• page layout • photographs • relative positioning of graphics and headings • simplicity • text flow • typeface • typography • white space
Consistency of design may include:	• annotated references • borders • bullet/ number lists • captions • consistency with other business documents • footnotes and endnotes • indentations • kerning and leading • page numbers • spacings • typeface styles and point size
Complex software functions may include:	• data transfer • display features • embedding • exporting • fields • form fields • formulae • importing • index • linking • macros • merge criteria • sort criteria • table of contents • templates
Naming and storing text documents may include:	• authorised access • file or folder names which identify the operator, author, section, date • filing locations • file names according to organisational procedure

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RANGE STATEMENT	
	• file names which are easily identifiable in relation to the content • organisational policy for backing up files storage in folders and sub-folders • organisational policy for filing hard copies of documents • security and password protection • storage on disk drives, CD-ROM, USBs, tape or server back-up
Designated time lines may include:	• time line agreed with interna or external client • time line agreed with supervisor or person requiring document • organisational time line e.g. deadline requirements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBLED401A Develop teams and individuals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine development needs	1.1. Systematically identify and implement ***learning and development needs*** in line with ***organisational requirements*** 1.2. Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3. Encourage individuals to self-evaluate performance and identify areas for improvement 1.4. Collect ***feedback on performance*** of team members from relevant sources and compare with established team learning needs
2. Develop individuals and teams	2.1. Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2. Ensure that ***learning delivery methods*** are appropriate to the learning goals, the learning style of participants, and availability of ***equipment and resources*** 2.3. Provide workplace learning opportunities, and ***coaching and mentoring assistance*** to facilitate individual and team achievement of competencies 2.4. Create development opportunities that incorporates a

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ELEMENT	PERFORMANCE CRITERIA
	range of activities and support materials appropriate to the achievement of identified competencies 2.5. Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1. Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2. Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3. Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4. Document and maintain records and reports of competency according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- leadership skills to gain trust and confidence of clients and colleagues
- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles

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REQUIRED SKILLS AND KNOWLEDGE
• codes of practice • privacy laws • occupational health and safety (OHS) • facilitation techniques to encourage team development and improvement • organisational policies, plans and procedures • career paths and competency standards relevant to the industry.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying and implementing learning opportunities for others • giving and receiving feedback from team members to encourage participation in and effectiveness of team • creating learning plans to match skill needs • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of learning and development plans, policies and procedures • examples of documents relating to diversity policies and procedures.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios

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EVIDENCE GUIDE	
	• oral or written questioning to assess knowledge of career paths and competency standards relevant to the industry • review of records and reports of competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • management units • other learning and development units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Learning and development needs may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • recognition of current competence/skills recognition • work experience/exchange/opportunities • workplace skills assessment
Organisational requirements may include:	• access and equity principles and practices • anti-discrimination and related policy • business and performance plans • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements

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RANGE STATEMENT	
	• OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Learning delivery methods may include:	• conference and seminar attendance • formal course participation • induction • involvement in professional networks • on-the-job coaching or mentoring • presentations/demonstrations • problem-solving • work experience
Equipment and resources may include:	• facilities • funding • guest speakers • technological tools and equipment • time • training equipment such as whiteboards and audio-visual equipment
Coaching and mentoring assistance may include:	• fair and ethical practice • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem-solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBLED501A Develop a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning, and to monitor and improve learning performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers. All managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together. At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Create learning opportunities	1.1. Identify potential formal and informal ***learning opportunities*** 1.2. Identify ***learning needs*** of individuals in relation to the needs of the team and/or enterprise, and available learning opportunities 1.3. Develop and implement ***learning plans*** as an integral part of individual and team performance plans 1.4. Develop strategies to ensure that learning plans reflect the ***diversity of needs*** 1.5. Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities 1.6. Ensure effective liaison occurs with ***training and development specialists*** and contributes to learning opportunities which enhance individual, team and organisational performance

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ELEMENT	PERFORMANCE CRITERIA
2. Facilitate and promote learning	2.1. Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to ***encourage a learning culture*** within the team 2.2. Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes 2.3. Implement policies and procedures to encourage team members to assess their own competencies, and to identify their own learning and development needs 2.4. Share the benefits of learning with others in the team and organisation 2.5. Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1. Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety (OHS) issues 3.2. Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements 3.3. Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning 3.4. Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to: • deal with people openly and fairly

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REQUIRED SKILLS AND KNOWLEDGE
• encourage colleagues to share their knowledge and skills • gain the trust and confidence of colleagues • use consultation skills effectively • literacy skills to access and use workplace information • planning and organisational skills to facilitate, promote and monitor learning by: • developing learning plans • establishing a workplace which is conducive to learning • evaluating the effectiveness of learning • identifying learning needs • negotiating learning arrangements with training and development specialists • selecting and using work activities to create learning opportunities • using coaching and mentoring to support learning.
Required knowledge
• management of relationships to achieve a learning environment • principles and techniques involved in the management and organisation of: • adult learning • coaching and mentoring • consultation and communication • improvement strategies • leadership • learning environment and learning culture • monitoring and reviewing workplace learning • problem identification and resolution • record keeping and management methods • structured learning • work-based learning.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • methods for reviewing performance development needs and techniques for providing feedback on those needs • models for planning professional development • options available for professional development • knowledge of relationship management required to achieve a learning environment.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of the principles and techniques involved in the management and organisation of adult learning • review of the development and implementation of learning plans • evaluation of how workplace achievement is recognised • review of processes used to record and report competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Learning opportunities may include:	• structured learning activities conducted outside and within the workplace such as:
	  • accredited training through an independent organisation such as a state/territory OHS authority
	  • action learning
	  • short courses
	  • training through a Registered Training Organisation (RTO) leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment
	  • workshops
	• workplace learning activities, that may also contribute to a recognised credential, such as:
	  • coaching
	  • exchange/rotation
	  • induction
	  • mentoring
	  • shadowing

Learning needs may include:	• developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles • gaps between the competencies held by the employee, and the skills and knowledge required to effectively undertake workplace tasks
Learning plans may include:	• codes of conduct • key performance indicators • negotiated agreement with individual/s • OHS requirements • performance standards • team competencies • team roles and responsibilities • work outputs and processes

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RANGE STATEMENT	
Diversity of needs may include:	• learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches
Training and development specialists may be:	• internal • external
Encourage a learning culture may refer to:	• encouraging learning and sharing skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT401A Show leadership in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work with teams and individuals, their standard of conduct and the initiative they take in influencing others. At this level, work will normally be carried out within routine and non routine methods and procedures which require the exercise of some discretion and judgement. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline management provides the first level of leadership within the organisation. This unit applies to people who are making the transition from being a team member, to taking responsibility for the work and performance of others. Frontline managers have a strong influence on the work culture, values and ethics of the teams they supervise. As such it is important that frontline mangers model good practice, professionalism and confidently represent their organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Model high standards of management performance and behaviour	1.1. Ensure management performance and behaviour meets the organisation's requirements 1.2. Ensure management performance and behaviour serves as a positive role model for others 1.3. Develop and implement performance plans in accordance with organisation's goals and objectives 1.4. Establish and use key performance indicators to meet organisation's goals and objectives
2. Enhance organisation's image	2.1. Use ***organisation's standards and values*** in conducting business 2.2. Question, through established communication channels, standards and values considered to be damaging to the organisation 2.3. Ensure personal performance contributes to developing an organisation which has integrity and

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ELEMENT	PERFORMANCE CRITERIA
	credibility
3. Make informed decisions	3.1. Gather and organise information relevant to the issue/s under consideration 3.2. Facilitate individuals and teams active participation in decision making processes 3.3. Examine options and assess associated risks to determine preferred course/s of action 3.4. Ensure decisions are timely and communicate them clearly to individuals and teams 3.5. Prepare plans to implement decisions and ensure they are agreed by relevant individuals and teams 3.6. Use ***feedback processes*** effectively to monitor the implementation and impact of decisions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and presentation skills to represent the organisation, to explain its work to others and to model professionalism • decision making skills to demonstrate good judgement and follow through.
Required knowledge
• basic theory of group behaviour • leadership styles and concepts.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • articulation of organisational values and expectations of behaviour • instances where leadership and decision making have been demonstrated and which have led to positive changes in the workplace • knowledge of leadership styles and concepts.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • review of performance plans • oral or written questioning to assess knowledge of leadership styles • evaluation of communication of expectations, roles and responsibilities • review of documentation examining options and assessing associated risks to determine preferred course/s of action.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Organisation's standards and values will be:	• stated or implied by the way the organisation conducts its business
Feedback processes may be:	• formal or informal • from internal or external sources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT402A Implement operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, producing short term plans for the department/section, planning and acquiring resources and providing reports on performance as required. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers are actively engaged in planning activities to achieve the measurable, stated objectives of the team and the organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement operational plan	1.1. Collate, analyse and organise details of ***resource requirements*** in consultation with ***relevant personnel***, ***colleagues and specialist resource managers*** 1.2. Implement ***operational plans*** to contribute to the achievement of organisation's performance/business plan 1.3. Identify and use ***key performance indicators*** (KPIs) to monitor operational performance 1.4. Undertake ***contingency planning*** and ***consultation processes*** 1.5. Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes
2. Implement resource acquisition	2.1. Recruit and induct employees within ***organisation's policies***, ***practices and procedures*** 2.2. Implement plans for acquisition of physical

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ELEMENT	PERFORMANCE CRITERIA
	resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel
3. Monitor operational performance	3.1. Monitor ***performance systems and processes*** to assess progress in achieving profit/productivity plans and targets 3.2. Analyse and use budget and actual financial information to monitor profit/productivity performance 3.3. Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies 3.4. Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely 3.5. Present recommendations for variation to operational plans to the ***designated persons***/***groups*** and gain approval 3.6. Implement ***systems***, ***procedures and records*** associated with performance in accordance with organisation's requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- coaching and mentoring skills to provide support to colleagues
- literacy skills to access and use workplace information, and to prepare reports
- planning and organising skills to monitor performance and to sequence work of self and others to achieve planned outcomes.

Required knowledge

- principles and techniques associated with:
  - contingency planning
  - methods for monitoring and reporting on performance
  - monitoring and implementing operations and procedures
  - problem identification and methods of resolution

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REQUIRED SKILLS AND KNOWLEDGE
• relevant budgeting and financial analysis, interpretation and reporting requirements • resource management systems at the tactical implementation level • resource planning and acquisition • tactical risk analysis including identification and reporting requirements.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to monitor and adjust operational performance, produce short-term plans for the department or section, plan and acquire resources, and provide reports on performance as required • knowledge of principles and techniques associated with monitoring and implementing operations and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation outlining contingency planning and consultation processes undertaken • demonstration of techniques in managing performance • evaluation of mentoring, coaching and supervision provided to support individuals and teams to use resources effectively, economically and safely.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Resource requirements may refer to:	• goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
Relevant personnel, ***colleagues and specialist resource managers*** may include:	• colleagues and specialist resource managers • managers • occupational health and safety committees and other people with specialist responsibilities • other employees • people from a wide range of social, cultural and ethnic backgrounds, and people with a range of physical and mental abilities • supervisors
Operational plans may refer to:	• organisational plans • tactical plans developed by the department or section to detail product and service performance
Key performance indicators may refer to:	• measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements

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RANGE STATEMENT	
Contingency planning may refer to:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-use • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Consultation processes may refer to:	• mechanisms used to provide feedback to the work team in relation to outcomes of consultation • meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans
Organisation's policies, ***practices and procedures*** may include:	• organisational culture • Standard Operating Procedures • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • undocumented practices in line with organisational operations

Performance systems and processes may refer to:	• informal systems used by frontline managers for the work team in the place of existing organisation-wide systems
	• formal processes within the organisation to measure performance, such as:
	  • feedback arrangements
	  • individual and teamwork plans

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RANGE STATEMENT	
	• KPIs • specified work outcomes
Designated persons*/*groups may include:	• other affected work groups or teams and groups designated in workplace policies and procedures • those who have the authority to make decisions and/or recommendations about operations such as workplace supervisors, other managers
Systems*, *procedures and records may include:	• databases and other recording mechanisms for ensuring records are kept in accordance with organisational requirements • individual and team performance plans • organisational policies and procedures relative to performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT403A Implement continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement the organisation's continuous improvement systems and processes. Particular emphasis is on using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important role in influencing the ongoing development of the organisation. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement continuous improvement systems and processes	1.1. Implement ***systems*** to ensure that individuals and teams are actively encouraged and supported to ***participate in decision making processes***, assume responsibility and exercise initiative 1.2. Communicate the organisation's ***continuous improvement processes*** to individuals and teams, and obtain feedback 1.3. Ensure effective ***mentoring and coaching*** allows individuals and teams to implement the organisation's continuous improvement processes
2. Monitor and review performance	2.1. Use the organisation's systems and ***technology*** to monitor and review progress and to identify ways in which planning and operations could be improved 2.2. Improve ***customer service*** through continuous improvement techniques and processes

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1. Implement ***processes to ensure that team members are informed of savings and productivity/service improvements*** in achieving the business plan 3.2. Document work performance to aid the identification of further opportunities for improvement 3.3. Manage records, reports and recommendations for improvement within the organisation's systems and processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• communication skills to:
  • coach and mentor team members
  • gain the commitment of individuals and teams to continuously improve
• innovation skills to design better ways of performing work.

Required knowledge

• principles and techniques associated with:
  • benchmarking
  • best practice
  • change management
  • continuous improvement systems and processes
  • quality systems.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of principles and techniques associated with change management • review of how the organisation's continuous improvement processeswascommunicated to individuals and teams • review of documentation of work performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Systems may refer to:	• forums, meetings • newsletters and reports • organisational policies and procedures • web-based communication devices
Participation in decision making processes may include:	• feedback in relation to outcomes of the consultative process • processes which ensures all employees have the opportunity to contribute to organisational issues
Continuous improvement processes may include:	• cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Standardization for Organization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures which allow the organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders
Mentoring and coaching may refer to:	• providing assistance with problem-solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill
Technology may include:	• computerised systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities

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RANGE STATEMENT	
Customer service may be:	• internal or external • to existing, new or potential clients
Processes to ensure that team members are informed of savings and productivity/service improvements may refer to:	• email/intranet, newsletters or other communication devices • newsletters and bulletins • staff reward mechanisms • team meetings

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT404A Lead and facilitate off site staff

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to supervise staff who perform agreed duties at an alternative site (usually home) during some or all of the scheduled work hours. OFF SITE WORK is a flexible employment option that meets all legal and regulatory employment requirements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to frontline managers who may be supervisors or team leaders who have responsibility for overseeing the work of off site staff. Increasingly, managers and staff are at different locations and the opportunities for face to face communication are reduced. In these cases managers must develop different techniques and approaches to ensure quality standards and work outcomes are met.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Facilitate off site work outcomes	1.1. Clarify ***roles and responsibilities*** of ***off-site work*** supervisors with management and off-site staff 1.2. Provide leadership and direction to off-site staff to foster independent self-managed work practices that address agreed outcomes in terms of quality and milestones 1.3. Ensure that work objectives for off-site staff are linked to measurable targets and include agreed timeframes 1.4. Use participative, transparent decision making to review work allocation responsibilities of off-site staff and related on-site staff
2. Support off site staff	2.1. Provide guidance to off-site staff to establish and maintain a supportive working environment in accordance with ***legal and organisational***

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ELEMENT	PERFORMANCE CRITERIA
	requirements 2.2. Assign key personnel/mentors to support off-site staff and to provide a link between off-site staff and the organisation 2.3. Establish and maintain effective working relations between on-site staff and off-site staff through regular meetings and other occasions used to build organisational culture and values
3. Manage off site staff performance	3.1. Plan and conduct ***regular meetings*** to determine individual progress, identify needs, clarify and solve issues, and provide networking opportunities 3.2. Evaluate performance against agreed goals and targets, and address in accordance with organisational policy and practice 3.3. Address problems in work performance through constructive solutions identified with off-site staff 3.4. Ensure evidence relating to performance is valid, documented and evaluated to identify learning and development requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to negotiate and manage conflict and to manage performance • computer skills to undertake online communication • literacy skills to interpret requirements and to document performance management outcomes • numeracy skills to determine time lines and milestones.
Required knowledge
• e-work policy and practices • legal and ethical requirements for e-work • occupational health and safety • relationship management.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • strategies to facilitate work and provide support for off-site staff • methods for providing feedback and adapting the performance management system so that work outcomes are met • knowledge of legal and ethical requirements for e-work.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
Guidance information for assessment	

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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

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RANGE STATEMENT	
regional contexts) may also be included.	
Role and responsibilities of supervisors of off-site ***work*** supervisors may include:	• assessing progress • coaching • early identification and handling of problems • flexibility in supervisory practices • focus on quality of work rather than time spent • goal setting • including off-site staff in office meetings, both official and social • off-site visits • management based on outcomes • recruitment and selection • regular feedback • telephone supervision
Off-site work may include:	• home-based work where staff members work at home with access to various types of employer equipment, databases and networks • hotelling or hot-desking where employees work out of the office for significant periods of time but can reserve a workspace, for example office or workstation in the organisation's facilities • staff who travel and work in remote locations • telecommuting where employees are physically situated at an alternative workplace such as a home office and continue to carry out their duties • virtual office, which is a remote electronic work station for employees or work station for self-employed workers
Legal and organisational requirements of off-site work may include:	• business contents insurance against damage and theft • other insurance e.g. travel • public liability • taxation law • workers compensation for work related injury/accident
Regular meetings may involve:	• meeting with mentor/supervisor or with other team members or stakeholders • periodic meetings at the off-site workplace • periodic meetings at the organisation's

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RANGE STATEMENT	
	premises

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT502B Manage people performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to all managers and team leaders who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement. The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers. This is a unit that all managers/prospective managers who have responsibility for other employees should strongly consider undertaking.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Allocate work	1.1. Consult relevant groups and individuals on work to be allocated and resources available 1.2. Develop work plans in accordance with operational plans 1.3. Allocate work in a way that is efficient, cost effective and outcome focussed 1.4. Confirm ***performance standards***, ***Code of Conduct*** and work outputs with relevant teams and individuals 1.5. Develop and agree ***performance indicators*** with relevant staff prior to commencement of work 1.6. Conduct ***risk analysis*** in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1. Design ***performance management*** and review processes to ensure consistency with organisational

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ELEMENT	PERFORMANCE CRITERIA
	objectives and policies 2.2. Train participants in the performance management and review process 2.3. Conduct performance management in accordance with organisational protocols and time lines 2.4. Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1. Provide informal feedback to staff on a regular basis 3.2. Advise relevant people where there is poor performance and take necessary actions 3.3. Provide on-the-job coaching when necessary to improve performance and to confirm ***excellence in performance*** 3.4. Document performance in accordance with the organisational performance management system 3.5. Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1. Write and agree performance improvement and development plans in accordance with organisational policies 4.2. Seek assistance from human resources specialists where appropriate 4.3. Reinforce excellence in performance through recognition and continuous feedback 4.4. Monitor and coach individuals with poor performance 4.5. Provide support services where necessary 4.6. Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7. ***Terminate*** staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to articulate expected standards of performance, to provide effective feedback and to coach staff who need development • risk management skills to analyse, identify and develop mitigation strategies for identified risks • planning and organisation skills to ensure a planned and objective approach to the performance management system.
Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant awards and certified agreements • performance measurement systems utilised within the organisation • unlawful dismissal rules and due process • staff development options and information.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documented performance indicators and a critical description and analysis of performance management system from the workplace • techniques in providing feedback and coaching for improvement in performance • knowledge of relevant awards and certified agreements.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.

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EVIDENCE GUIDE	
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques in providing feedback and coaching • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of work plans, performance indicators, risk analysis,performance management and review processes, performance improvement and development plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Performance standards mean:	• level of performance sought from an individual or group which may be expressed either quantitatively or qualitatively
Code of Conduct means:	• agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers
Performance indicators mean:	• measures against which performance outcomes are gauged

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RANGE STATEMENT	
Risk analysis means:	• determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Performance management means:	• in accordance with relevant industrial agreements • process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short- and long-term
Excellence in performance means:	• regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards
Termination means:	• cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT515A Manage operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans. Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to people who manage the work of others and operate within the parameters of a broader strategic and/or business plan. The task of the manager at this level is to develop and implement an operational plan to ensure that the objectives and strategies outlined in the strategic and/or business plan are met by work teams. However in some larger organisations operational plans may be developed by a strategic planning unit. At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop operational plan	1.1. Research, analyse and document ***resource requirements*** and develop an operational plan in consultation with ***relevant personnel***, ***colleagues and specialist resource managers*** 1.2. Develop and/or implement ***consultation processes*** as an integral part of the operational planning process 1.3. Ensure details of the operational plan include the development of ***key performance indicators*** to measure organisational performance 1.4. Develop and implement ***contingency plans*** at appropriate stages of operational planning 1.5. Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist

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ELEMENT	PERFORMANCE CRITERIA
	advice as required 1.6. Obtain approval for plan from relevant parties and ensure understanding among work teams involved
2. Plan and manage resource acquisition	2.1. Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies and practices 2.2. Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the ***organisation's policies***, ***practices and procedures***
3. Monitor and review operational performance	3.1. Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets 3.2. Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance 3.3. Identify areas of under performance, recommend solutions, and take prompt action to rectify the situation 3.4. Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources 3.5. Negotiate recommendations for variations to operational plans and gain approval from ***designated persons***/***groups*** 3.6. Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to access and use workplace information and to write a succinct and

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REQUIRED SKILLS AND KNOWLEDGE
practical plan • technology skills to use software to produce and monitor the plan against performance indicators • planning and organisational skills • coaching skills to work with people with poor performance • numeracy skills to allocate and manage financial resources.
Required knowledge
• models and methods for operational plans • budgeting processes • alternative approaches to improving resource usage and eliminating resource inefficiencies and waste.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of an operational plan with details of how it will be implemented and monitored • knowledge of models and methods for operational plans.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of budgeting processes • review of operational plan, key performance

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EVIDENCE GUIDE	
	indicators and contingency plans • evaluation of employee recruitment and induction strategies • evaluation of processes implemented to acquire physical resources and services.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Resource requirements may include:	• goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
Relevant personnel, colleagues and specialist resource managers may include:	• employees at the same level or more senior managers • managers • occupational health and safety committee/s and other people with specialist responsibilities • supervisors • union or employee representatives
Consultation processes may refer to:	• email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans • mechanisms used to provide feedback to the work team in relation to outcomes of

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RANGE STATEMENT	
	consultation • meetings, interviews, brainstorming sessions
Operational plans may also be termed:	• action plans • annual plans • management plans • tactical plans
Key performance indicators may refer to:	• measures for monitoring or evaluating the efficiency or effectiveness of a system which may be used to demonstrate accountability and to identify areas for improvements
Contingency plans may include:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-using • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Organisation's policies, ***practices and procedures*** may include:	• organisational culture • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • Standard Operating Procedures • undocumented practices in line with organisational operations
Designated persons/***groups*** may include:	• groups designated in workplace policies and procedures • managers or supervisors whose roles and responsibilities include decision making on operations • other stakeholders such as Board members

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RANGE STATEMENT	
	• other work groups or teams whose work will be affected by recommendations for variations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT516C Facilitate continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives. Where managers are closely associated with the creation and delivery of products and services, they play an important part in influencing the ongoing development of the organisation. At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Lead continuous improvement systems and processes	1.1. Develop ***strategies*** to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as appropriate 1.2. Establish ***systems*** to ensure that the organisation's ***continuous improvement processes*** are communicated to ***stakeholders*** 1.3. Ensure that change and improvement processes meet ***sustainability requirements*** 1.4. Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes 1.5. Ensure that insights and experiences from business

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ELEMENT	PERFORMANCE CRITERIA
	activities are captured and accessible through ***knowledge management systems***
2. Monitor and adjust performance strategies	2.1. Develop strategies to ensure that systems and processes are used to monitor ***operational progress*** and to identify ways in which planning and operations could be improved 2.2. Adjust and communicate strategies to stakeholders according to organisational procedures
3. Manage opportunities for further improvement	3.1. Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts 3.2. Ensure processes include ***recording of work team performance*** to assist in identifying further opportunities for improvement 3.3. Consider areas identified for further improvement when undertaking future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills tocommunicate opportunities for improvement • learning skills to coach and mentor staff, using a range of methods to cater for different learning styles • innovation and lateral thinking skills to design better ways for achieving work outcomes • planning skills to establish and monitor systems and process for continuous improvement • teamwork and leadership skills to gain the confidence and trust of others
Required knowledge
• continuous improvement models • knowledge management systems • quality systems • sustainability principles

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development and use of a range of strategies and approaches that improve work outcomes or organisational functioning, using continuous improvement models • monitoring performance and customer service.
Context of and specific resources for assessment	Assessment must ensure access to appropriate documentation and resources normally used in the workplace.
Method of assessment	The following assessment methods are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of reports • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • observationof presentations • oral or written questioning to assess knowledge of quality systems • review of strategies developed to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative • evaluation of how customer-service strategies were communicated to stakeholders • review of documentation outlining work team performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Strategies may refer to:	• clarification of roles and expectations • communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions • long-term or short-term plans that factor in opportunities for team input • mentoring and 'buddy' systems to support team members to participate in decision making • performance plans • reward and recognition programs for high performing staff • training and development activities.
Systems may refer to:	• forums and meetings • newsletters and reports • policies and procedures • electronic communication devices.
Continuous improvement processes may include:	• cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • modifications and improvements to systems, processes, services and products • policies and procedures that allow an organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders.
Stakeholders may include:	• business or government contacts • funding bodies • individuals within the work team • internal and external contacts • organisation's clients and customers • professional associations • senior management and board members • unions and employee groups.
Sustainability requirements may	• addressing environmental and resource sustainability initiatives, such as environmental management systems,

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RANGE STATEMENT	
include:	action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organisation's standing in business and community environments • determining organisation's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • implementing ecological footprinting • implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses • implementing government initiatives, e.g. Australian government's Greenhouse Challenge Plus • improving resource and energy efficiency • initiating and maintaining appropriate organisational procedures for operational energy consumption • introducing a green office program (a cultural change program) • introducing green purchasing • introducing national and international reporting initiatives, e.g. Global Reporting Initiative • introducing product stewardship • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting • supporting sustainable supply chain.
Knowledge management systems may include:	• best practice transfer • communities of practice • cross-project learning • expert directories • knowledge brokers' knowledge mapping • knowledge repositories • measuring and reporting intellectual capital • mentoring • performance management • post-project reviews • proximity and architecture

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RANGE STATEMENT	
	• social software • storytelling.
Operational progress may refer to:	• customer service indicators • OHS indicators • productivity gains • success in meeting agreed goals and performance indicators.
Recording of work team performance may include:	• annotated performance plans • quantitative data, such as production figures • recommendations for improvement • records and reports.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

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BSBMGT605B Provide leadership across the organisation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to demonstrate senior leadership behaviour, and personal and professional competence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to senior managers who have a role in inspiring and motivating others to achieve organisational goals and to model professionalism in their organisation and industry. Leadership is seen in the context of the organisational mission. Business ethics are also addressed in this unit. The unit may relate equally to leadership of a small to medium sized organisation or to a business unit or area in a large organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate organisational mission and goals	1.1. Clarify objectives, values and standards in accordance with organisation's strategic direction 1.2. Establish linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals 1.3. Ensure media and language used is appropriate to individuals and group circumstances 1.4. State clear expectations of internal groups and individuals and explain in a manner which builds commitment to the organisation 1.5. Address ***expectations of the organisation*** 1.6. Investigate ***incidents*** promptly and communicate results clearly to relevant groups and individuals
2. Influence groups and individuals	2.1. Build trust, confidence and respect of diverse groups and individuals, through positive role modelling, and effective communication and consultation 2.2. Embrace, resource and effectively implement improvements to organisational and workplace culture 2.3. Demonstrate understanding of the global environment and new technology in work activities 2.4. Ensure actions convey flexibility and adaptability to

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ELEMENT	PERFORMANCE CRITERIA
	change and accessibility 2.5. Ensure consultation and participation in decision making occurs with relevant groups and individuals where appropriate 2.6. Ensure decision making takes into account needs and expectations of both internal and external groups 2.7. Ensure decision making occurs in accordance with ***risk management*** plans for all options, and within appropriate timeframes 2.8. Ensure that the organisation is represented positively in the media and community
3. Build and support teams	3.1. Assign ***accountabilities and responsibilities*** to teams consistent with their competencies and operational plans 3.2. Ensure teams are resourced to allow them to achieve their objectives 3.3. Empower teams and individuals through effective delegation and support for their initiatives 3.4. Create and maintain ***a positive work environment*** 3.5. Encourage teams and individuals to develop innovative approaches to the performance of work
4. Demonstrate personal and professional competence	4.1. Model ethical conduct in all areas of work and encourage others to adopt business ethics 4.2. Adapt appropriate interpersonal and leadership styles to meet particular circumstances and situations 4.3. Set and achieve personal objectives and work program outcomes 4.4. Ensure self performance and professional competence is continuously improved through engagement in a range of professional development activities 4.5. Participate regularly in industry/professional networks and groups

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• interpersonal skills to communicate and inspire trust and confidence of others and to ensure their cooperation and support • networking skills to ensure support from key groups and individuals for concepts/ideas/products/services • risk management skills to analyse, identify and develop mitigation strategies for identified risks.
Required knowledge
• business ethics and their application • leadership styles and their application • legislation, codes and by-laws relevant to the organisation's operations • organisation mission, purpose and values • organisation objectives, plans and strategies • organisational change processes.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • input from a wide range of sources providing evidence in respect to a broad range of activities and application of business ethics • demonstration of personal competence that links to the organisation's requirements for managers • effective communication skills and an ability to win commitment to the organisation and its activities • knowledge of leadership styles and their application • knowledge of legislation, codes and by-laws relevant to the organisation's operations.
Context of and specific resources for	Assessment must ensure:

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EVIDENCE GUIDE	
assessment	• access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated leadership techniques • observation of presentations • review of media and language used when communicating with individuals and groups • evaluation of accountabilities and responsibilitiesassigned to teams • review of documentation outlining personal objectives and work program outcomes • review of professional development activities undertaken to improve self performance and professional competence.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Expectations of the organisation include:	• environmental management • occupational health and safety • product safety

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RANGE STATEMENT	
	• service • values and ethics • other relevant factors
Incidents may include:	• emergency response • environmental event (emissions, noise, etc.) • product failure • workplace accident
Risk management means:	• process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Accountabilities and responsibilities means:	• clarification of who is to be accountable for a decision or action prior to its execution, and identification of groups, individuals and activities for which a person is responsible for managing
Positive work environment means:	• environment where employees identify with the organisation and its purpose and where communication is free-flowing, decisions are transparent and conflict is positive and constructive

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBMGT616A Develop and implement strategic plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish the strategic direction of the organisation, and to sustain competitive advantage and enhance competitiveness. It requires analysis and interpretation of relevant markets, capability assessment of the organisation, and its existing and potential competitors and allies. It also covers implementation of the strategic plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals working in senior roles in the organisation, who have responsibility for ensuring that the organisation is positioned to ensure its long term viability and success. The unit covers the requirements for analysing the organisation's present position, and for developing specific actions and initiatives that will be undertaken by people working in various roles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Confirm organisational vision and mission	1.1. Check with ***stakeholders*** that organisational vision and mission are still held to be current and are supported 1.2. Make any changes or refinements to vision or mission statement as required 1.3. Review or develop organisational values to support the vision and mission statement 1.4. Gain support for strategic planning process from all relevant stakeholders
2. Analyse the internal and external environment	2.1. Determine information requirements and undertake or commission ***research*** to deliver relevant information 2.2. Analyse political, economic, social, and technological developments in a ***global context*** 2.3. Seek advice from appropriate experts wherever necessary 2.4. Identify and consider strengths and weaknesses of

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ELEMENT	PERFORMANCE CRITERIA
	existing and potential competitors and allies 2.5. Analyse organisation's strengths, weaknesses, opportunities and threats 2.6. Consider co-operative ventures that are supported by risk and cost-benefit analyses, are consistent with the organisational vision, mission and values, and provide for ***due diligence*** 2.7. Check that analysis of internal and external environment is consistent with the perspectives of other informed people
3. Write strategic plan	3.1. Document relevant research and background for inclusion in the strategic plan 3.2. Formulate strategic objectives and strategies needed for the future 3.3. Detail each strategy with an assigned priority, a timeframe, responsible parties and measurable performance indicators 3.4. Circulate strategic plan for comment, support and endorsement
4. Implement strategic plan	4.1. Communicate strategic plan to all relevant parties 4.2. Brief people with a specific role in relation to strategies 4.3. Use performance indicators to monitor progress in implementing plan 4.4. Make necessary refinements to plan 4.5. Evaluate achievement of objectives at agreed milestones 4.6. Review effectiveness of plan and consider methods for improving strategic planning processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to undertake value chain analysis, to review strengths and weaknesses, and to collate and interpret statistical data including trend analysis

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REQUIRED SKILLS AND KNOWLEDGE
• financial skills to consider resource implications of proposed strategies • research skills to ensure accurate, up-to-date information is available for the environmental analysis • risk management skills to plan and undertake appropriate due diligence.
Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • strategic planning methodologies including political, economic, social and technological (PEST) analysis and strengths, weaknesses, opportunities and threats analysis (SWOT) • competitor knowledge • codes and by-laws relevant to the organisation's operations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • thorough analysis of the organisation's own capabilities, those of their existing potential competitors and allies, and the external environment • strategic plan which includes objectives, strategies, timeframes, performance indicators and methods for monitoring the implementation of the plan • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of

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EVIDENCE GUIDE	
	portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of strategic planning methodologies • review of documentation outlining strengths and weaknesses of existing and potential competitors and allies • review of strategies and their assigned priority, timeframe, responsible parties and performance indicators.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Stakeholders may include:	• Board • customers • employees • government agencies • owners • shareholders • technical advisers
Research may include:	• commissioned research • demographics • economics • internal research • market segmentation

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RANGE STATEMENT	
	• political • product • social • technological
Global context means:	• examination on a world-wide basis of factors which may impact on the long-term strategic direction of the business
Due diligence means:	• process by which an investor, lawyer, auditor, or other qualified person, verifies the accuracy of data provided by another organisation

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT617A Develop and implement a business plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to run a business operation and covers the steps required to develop and implement a business plan. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. As such, they may oversee the work of a number of teams and other managers. Business plans are critical tools for business growth and development. They will vary depending on the needs of the organisation. This unit covers the typical elements of a business plan and the standard approaches to be used in implementing a business plan. The business plan should be supported by a strategic plan, and may also be supported by a marketing plan and cash flow forecasts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop business plan	1.1. Review and evaluate pre-existing ***strategic***, ***business and operational plan***, if available 1.2. Analyse and interpret business vision, mission, values and objectives 1.3. Consult with ***key stakeholders*** 1.4. Review market requirements for the product or service, profile customer needs and research pricing options 1.5. Develop ***performance objectives and measures*** through consultation with key stakeholders 1.6. Identify financial, human and physical resource requirements for the business 1.7. Consider any permits or licences that may be required for new activity 1.8. Write ***business plan***

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ELEMENT	PERFORMANCE CRITERIA
2. Monitor performance	2.1. Communicate business plan to all relevant parties and ensure understanding of performance requirements and timeframes 2.2. Ensure skilled labour is available to implement plan 2.3. Test performance measurement systems and refine, if necessary 2.4. Ensure timely reports on all key aspects of the business are available, user-friendly and balanced in terms of financial and non-financial performance 2.5. Report system failures, product failures and variances to the business plan as they occur
3. Respond to performance data	3.1. Analyse performance reports against planned objectives 3.2. Review performance indicators and refine if necessary 3.3. Ensure groups and individuals contributing to under-performance are ***coached***, and provide training where appropriate 3.4. Review system processes and work methods regularly as part of continuous improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical and research skills to review the market, to research competitors and to review pricing structures • coaching and communication skills to remediate any under-performance in the work group or individuals • planning and organising skills to sequence activities and to develop a logical structure.
Required knowledge
• performance measurement approaches and benchmarking • options for developing business plans.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • analysis of the strengths and weaknesses of a range of business plans • implementation of a business plan including evaluation of performance against documented indicators in key results areas • knowledge of performance measurement approaches and benchmarking.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • assessment of written reports/examples of business plans and their outcomes • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of options for developing business plans • review of development of performance objectives and measures • review of how business plan was communicated to all relevant parties.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Advanced Diploma of Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Strategic**, **business and operational plan may include:	• previously formulated:
	  • action plan
	  • business goals
	  • competitor analysis
	  • financing arrangements or financial targets
	  • management arrangements and/or personnel requirements
	  • marketing approaches
	  • product or service research or analysis

Key stakeholders may include:	• business partners or financiers • customers • shareholders • staff • technical experts or advisers
Performance objectives and measures may relate to:	• efficiency measures • input measures such as staff time or dollars allocated • outcomes measures • qualitative indicators such as feedback from customers, effect on the wider market or competitors, staff reports • quantitative indicators, such as numbers produced and sold, turnover, customer satisfaction ranking, lower staff turnover

Business plan includes:	• description of the business
	• business products and services
	• marketing activity
	• financial indicators
	• productivity and performance targets for key result areas such as:
	  • community awareness or branding
	  • environmental impact

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RANGE STATEMENT	
	• governance or management • quality • sales • triple bottom line • workforce
Coaching refers to:	• informal on-the-job and off-the-job advice and training to improve performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMKG413A Promote products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate and review the promotion of an organisation's products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan promotional activities	1.1. Identify and assess ***promotional activities*** to ensure compatibility with ***organisational requirements*** 1.2. Plan and schedule promotional activities according to the marketing needs of the organisation 1.3. Determine overall promotional objectives in consultation with ***designated individuals and groups*** 1.4. Ensure that time lines and costs for promotion of activities are realistic and consistent with budget resources 1.5. Develop action plans to provide details of products and services being promoted
2. Coordinate promotional activities	2.1. Ensure ***personnel and resources*** to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2. Identify and agree ***roles and responsibilities*** for delivery of promotional services and allocate to relevant personnel 2.3. Establish and conduct relationships with targeted groups in a manner which enhances the positive image of the organisation 2.4. Use ***networks*** to assist in the implementation of promotional activities
3. Review and report on	3.1. Analyse audience feedback and data to determine

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ELEMENT	PERFORMANCE CRITERIA
promotional activities	the impact of the promotional activity on the delivery of products and services 3.2. Assess effectiveness of planning processes to identify possible improvements in future activities 3.3. Collect ***feedback*** and provide to personnel and agencies involved in promotional activity 3.4. Analyse costs and time lines to evaluate the benefits accruing from the promotional activities 3.5. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of promotional activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read a variety of texts; to prepare general information and papers; and to write formal and informal letters according to target audience
- technology skills to select and use technology appropriate to a task
- problem-solving skills to manage contingencies in promotional activities
- numeracy skills to analyse data and to compare time lines and promotional costs against budgets.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety (OHS)
- planning processes for organising promotional activities
- organisational marketing plan and associated budgets.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • designing and delivering promotional presentations • evaluating promotional impacts • presenting and advocating promotional strategies within the organisation • assessing and reporting on customer satisfaction
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of products/services and promotional strategies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of action plans developed for products and services being promoted • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • assessment of written reports.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other marketing, sales or public relations units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Promotional activities may include:	• advertisements • client functions • employee functions • media announcements • product launches • web pages
Organisational requirements may include:	• access and equity principles and practices • confidentiality and security requirements • defined resource parameters • ethical standards • filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
Designated individuals and groups may include:	• colleagues • committees • customers • external organisations • line management • supervisor
Personnel and resources may include:	• management • marketing funds • organisational personnel • promotional products

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RANGE STATEMENT	
	• samples • technology • time • venue
Roles and responsibilities may include:	• Code of Conduct • job description and employment arrangements • marketing plans • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
Networks may include:	• company • customer • internal • media and promotional • professional • social
Feedback may include:	• customer/client response • employee data • sales orders • market share data • focus groups

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

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Co-requisite units

Co-requisite units		

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BSBPMG510A Manage projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a straightforward project or a section of a larger project. This unit addresses the management of projects including the development of a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	The unit focuses on the application of project management skills and the requirement to meet time lines, quality standards, budgetary limits and other requirements set for the project. The unit does not apply to specialist project managers. For specialist project managers, the units of competency in the Project Management competency field will be applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Define project	1.1. Access ***project scope and other relevant documentation*** 1.2. Define project ***stakeholders*** 1.3. Seek clarification from ***delegating authority*** of any issues related to project and ***project parameters*** 1.4. Identify limits of own responsibility and reporting requirements 1.5. Clarify relationship of project to other projects and to the organisation's objectives 1.6. Determine and access available resources to undertake project
2. Develop project plan	2.1. Develop ***project plan*** including timelines, work breakdown structure, role and responsibilities and other details of how the project will be managed in relation to the project parameters 2.2. Identify and access appropriate ***project management tools***

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Formulate risk management plan for project, including occupational health and safety (OHS) 2.4. Develop and approve project budget 2.5. Consult team members and take their views into account in planning the project 2.6. Finalise project plan and gain any necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1. Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2. Provide ***support for project team members***, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3. Establish and maintain ***required record keeping systems*** throughout the project 3.4. Implement and monitor plans for managing project finances, resources (human, physical and technical) and quality 3.5. Complete and forward project reports as required to stakeholders 3.6. Undertake ***risk management*** as required to ensure project outcomes are met 3.7. Achieve project deliverables
4. Finalise project	4.1. Complete financial record keeping associated with project and check for accuracy 4.2. Assign staff involved in project to new roles or reassign to previous roles 4.3. Complete project documentation and obtain any ***necessary sign offs*** for concluding project
5. Review project	5.1. Review project outcomes and processes against the project scope and plan 5.2. Involve team members in the project review 5.3. Document lessons learnt from the project and report within the organisation

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and negotiation skills to work with team members and other stakeholders to maintain project schedules • literacy skills to read, write and review a range of documentation • planning and organising skills to develop, monitor and maintain implementation schedules • numeracy skills to analyse data, and to compare time lines and promotional costs against budgets • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.
Required knowledge

• relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
  • ethical principles
  • codes of practice
  • privacy laws
  • environmental issues
  • OHS
• organisational structure, and lines of authority and communication within the organisation
• how the project relates to organisation's overall mission, goals, objectives and operations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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EVIDENCE GUIDE	
competency in this unit	• development of a project plan • details of monitoring arrangement/s and evaluation of the project plan's efficacy to address time lines and budgets of project • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace project documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of how the project relates to the organisation's overall mission, goals, objectives and operations • review of project risk management plan and project plan • evaluation of project reports forwarded to stakeholders • analysis of documentation reviewing project outcomes and processes against the project scope and plan • evaluation of documentation outlining lessons learnt from the project.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other project management units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Project scope and other relevant documentation may include:	• contract or other agreement • project brief • project plan or summary • other documents outlining expected outcomes of the project, inclusions and exclusions from project, timeframes for project, quality standards for project, project resources
Stakeholders may include:	• clients or customers (internal and external) • funding bodies • management, employees and relevant key personnel (internal and external) with special responsibilities • project sponsor
Delegating authority may include:	• customer or client • funding body • manager or management representative • project sponsor
Project parameters may include:	• finances for project • integration of project within organisation • legislative and quality standards • physical, human and technical resources available or required for project • procurement requirements associated with project • reporting requirements • risks associated with project, including OHS • scope of project • time lines
Project management tools may include:	• cost schedule control system • Critical Path Method • Gantt and bar charts • life cycle cost analysis • logistics support analysis • PERT charts • project management software • spreadsheets • technical resources required for the project, for example OHS management system tools

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RANGE STATEMENT	
Support for project team members may include:	• additional physical, human and technical resources (within allocated budget) if and as required • encouragement • feedback • learning and development • regular project team meetings • supervision, mentoring and coaching
Required record keeping systems may include systems for:	• correspondence • financial data including costs, expenditure, income generated, purchases • project outcomes • quality data including any test results • recording of time spent on project and progress in completing project • samples, prototypes, models
Risk management may include:	• changing roles and responsibilities within project team • negotiating an extension of deadline, or redefining completion or quantities or quality of outcomes • outsourcing some aspects of the project • reducing costs • researching and applying more efficient methods for completing project tasks • seeking further resources to meet deadline • sharing of ideas to gain improvements to work undertaken within the project
Necessary sign offs may be required by:	• clients, customers • funding body • management • project sponsor

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBPUR401B Plan purchasing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare invitations to offer, identify suppliers, issue invitations to offer, and prepare purchase recommendations. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to prepare for complex purchasing agreements up to and including the point at which the organisation selects, without prejudice, a supplier. This is done with strict adherence to legal requirements and the organisation's purchasing strategies, and traditionally by a purchasing officer working under supervision of a purchasing manager or in consultation with senior management. The purchasing role addressed in this unit involves significant risk and/or significant expenditure and detailed legal and documentation arrangements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare invitations to offer	1.1. Obtain specifications for goods and services to be purchased from ***relevant personnel*** and clarify as required 1.2. Select ***purchasing methods*** most appropriate to particular purchases 1.3. Prepare ***invitations to offer*** 1.4. Obtain approval of invitations to offer
2. Identify suppliers	2.1. Review organisation's records for potential suppliers 2.2. Identify sources of supply 2.3. Invite suppliers 2.4. Evaluate sources of supply against requirements of ***purchasing strategies***
3. Issue invitations to	3.1. Distribute invitations to offer

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ELEMENT	PERFORMANCE CRITERIA
offer	3.2. Conduct briefings as required 3.3. ***Clarify issues*** arising with suppliers in line with purchasing strategies
4. Prepare recommendations to purchase	4.1. Receive offer documents from suppliers 4.2. Assess offer documents against requirements of purchasing strategies 4.3. Seek ***further information*** from suppliers as required 4.4. Obtain specialist expertise to assist with evaluation as required 4.5. Evaluate offers against requirements of purchasing strategies 4.6. Prepare shortlists of suppliers that make offers and who meet purchasing criteria 4.7. Select preferred offers 4.8. Make recommendations about preferred offers and seek approval by relevant personnel 4.9. Obtain approval for recommended offers

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to negotiate and liaise with potential suppliers and relevant personnel involved in purchasing planning
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- information technology skills to use software relevant to conducting purchasing planning activity
- information management skills to ensure all aspects of purchasing planning are conducted in sufficient detail
- literacy skills to write tender or quotation documents and written reports containing complex concepts
- organisational and time management skills to sequence tasks and meet timelines.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation

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REQUIRED SKILLS AND KNOWLEDGE
from all levels of government that affects business operations, codes of practice and national standards, such as: • consumer protection legislation • contract law • import of goods and services, where relevant • sale of goods legislation • Trade Practices Act • organisational practices, policies and procedures for purchasing • product knowledge about the goods and services being supplied • purchasing and procurement principles for: • accountability • probity and transparency • risk management • value for money.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documents containing preparations to offer • evaluation of suppliers • issuing of an invitation to offer • formation of recommendation to purchase.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • organisation's purchasing strategies and relevant purchasing records.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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EVIDENCE GUIDE	
	are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports documenting the procurement planing process • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of preparation and issuing of invitations to offer • oral or written questioning to assess knowledge • review testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other purchasing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant personnel may include:	• CEO • coordinators • internal users of purchased goods and services • leaders • managers • other persons authorised to commit the organisation to purchases • owner and Board • specialist personnel involved in purchasing, asset maintenance and finance • supervisors
Purchasing methods may	• direct negotiations

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RANGE STATEMENT	
include:	• direct purchases using supply agreements • electronic trading • invitation of open or select tenders • written quotations
Invitations to offer may include:	• criteria for selection of suppliers from offers received • delivery schedules • draft contracts and agreements • quality requirements • required supplier capacity • requirements for off-site storage and warehousing • specifications of goods and/or services required

Purchasing strategies may include:	• criteria for evaluating purchasing performance
	• different policies, procedures and strategies for different dollar values of purchases
	• limits of authority to approve purchases
	• methodology for evaluating purchasing performance
	• organisational and industry codes of conduct and ethics
	• requirements for fairness and transparency in purchasing
	• the organisation's documented strategies for things such as:
	  • purchasing
	  • covering policies
	  • procedures, guidelines and documentation formats for purchasing from suppliers including entities owned by the organisation, partners, alliance members and local and distant suppliers

Clarify issues may include:	• requests for further information about specifications not responded to, misinterpretations of specifications and supplementary/add on products or services
Further information may include:	• requests about specifications not responded to, misinterpretations of specifications and supplementary/add on products or services • supplier briefings and presentations

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Purchasing and Contracting

Co-requisite units

Co-requisite units		

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BSBPUR402B Negotiate contracts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to negotiate terms of contracts with suppliers, and prepare and finalise contracts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who negotiate and formalise complex purchasing arrangements involving significant risk and/or significant expenditure and detailed legal and documentation arrangements. This unit applies to individuals who negotiate contracts as part of a broad purchasing role but are not specialist legal practitioners. They are typically guided by organisational contract negotiation guidelines and work under minimal supervision of a senior purchasing manager or in consultation with senior management.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Negotiate terms of contracts with suppliers	1.1. Offer advice and undertake negotiations without prejudice 1.2. Advise suppliers of the organisation's intent to accept their offers 1.3. Negotiate ***issues*** with suppliers 1.4. Determine desired outcomes, negotiation plans and schedules for negotiations 1.5. Undertake negotiations and reach agreements with suppliers in accordance with plans 1.6. Negotiate and document contract requirements to the satisfaction of the organisation and suppliers
2. Prepare contracts	2.1. Draft required ***contracts*** using legal expertise if required 2.2. Distribute draft contracts to ***relevant personnel*** and suppliers 2.3. Ensure any discrepancies or disagreements are

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ELEMENT	PERFORMANCE CRITERIA
	clarified and resolved to the satisfaction of all parties 2.4. Ensure ***checks*** of the legality and validity of draft contracts are made 2.5. Obtain approvals to sign contracts
3. Finalise contracts	3.1. Ensure contracts are signed and exchanged between the organisation and suppliers 3.2. Ensure contracts and related documents are stored and safeguarded 3.3. Advise relevant personnel of contract requirements 3.4. Advise unsuccessful suppliers of non-acceptance of offers

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and negotiation skills to liaise with suppliers and reach agreement with suppliers on contracts
- literacy skills to draft concepts and write reports containing complex concepts
- technology application skills to use a range of software programs relevant to purchasing and contracting.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
  - consumer protection legislation
  - contract law
  - import of goods and services, where relevant
  - sale of goods legislation
  - Trade Practices Act
- organisational practices, policies and procedures for purchasing
- product knowledge about the goods and services being supplied
- purchasing and procurement principles for:

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REQUIRED SKILLS AND KNOWLEDGE
• accountability • probity and transparency • risk management • value for money.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documented agreement of terms with suppliers • drafting and completion of a contract with a supplier for goods and services • informing of successful and unsuccessful suppliers.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • organisation's purchasing strategies and relevant purchasing records.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of draft and finalised contracts for the supply of goods and services • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of contacting successful and unsuccessful suppliers about the awarding of the contract • oral or written questioning to assess knowledge

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EVIDENCE GUIDE	
	• review testimony from team members, colleagues, supervisors or managers • review of authenticated documents from the workplace or training environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other purchasing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Issues may include:	• issues relating to non-compliance with invitation to offer requirements • issues relating to occupational health and safety (OHS) performance standards • issues relating to the form and specific requirements of contract documentation
Contracts may include:	• agreements for one-off or ongoing supply of goods or services • agreements with Australian or overseas individuals, contractors, corporations, individuals and government agencies • electronic or paper-based agreements • memoranda of understanding/agreement
Relevant personnel may include:	• CEO • managers • leaders • coordinators • OHS specialists • supervisors • other persons authorised to commit the

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RANGE STATEMENT	
	organisation to purchases • internal users of purchased goods and services • owner • Board • specialist personnel involved in purchasing, asset maintenance and finance

Checks may include:	• referring the contract to others such as:
	  • external legal representative for organisation
	  • legal officer within organisation
	  • purchasing manager

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Purchasing and Contracting

Co-requisite units

Co-requisite units		

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BSBPUR501C Develop, implement and review purchasing strategies

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0.* Revised unit. Required knowledge and Range Statement changed to include environmentally sustainable practices. Replaces BSBPUR501B Develop, implement and review purchasing strategies

Unit Descriptor

This unit specifies the outcomes required to develop, implement and evaluate an organisation's purchasing strategies, and implement improvements to those strategies.

Application of the Unit

This unit applies to individuals who develop strategies detailing the organisation's policies, guidelines and procedures for purchasing.

The unit is typically undertaken by a senior purchasing officer or purchasing manager. While they may work closely with other staff members in the organisation, they have individual responsibility and autonomy to develop, communicate and implement organisational purchasing strategies.

Individuals undertaking this unit support the work of other employees carrying out purchasing activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Determine purchasing objectives	1.1 Research and analyse the suitability of industry benchmarks for purchasing for the organisation 1.2 Analyse organisation's purchasing data and information 1.3 Undertake consultations with ***relevant stakeholders*** and ***personnel*** to inform development of purchasing objectives 1.4 Draft purchasing objectives in line with organisation's goals 1.5 Gain approval from relevant personnel for purchasing objectives
2. Develop purchasing strategies	2.1 Develop ***purchasing strategies***, taking into account ***legal requirements*** and purchasing objectives 2.2 Include ***five rights*** in purchasing criteria 2.3 Develop human resource, financial and other plans to support implementation of purchasing strategies 2.4 Make changes resulting from feedback from relevant personnel about purchasing plans and strategies 2.5 Gain approval for plans to implement purchasing plans and strategies
3. Implement purchasing strategies	3.1 Communicate purchasing strategies to relevant personnel and stakeholders 3.2 Access ***resources*** needed to implement purchasing strategies 3.3 Provide ***support*** to implement purchasing strategies 3.4 Monitor implementation of purchasing strategies by the

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	organisation 3.5 Identify and address problems and issues arising during implementation of purchasing strategies 3.6 Provide reports to relevant personnel and stakeholders on the implementation of purchasing strategies
4. Evaluate purchasing strategies and implement improvements	4.1 Review implementation of purchasing strategies 4.2 Identify improvements to purchasing strategies from review process 4.3 Gain approval to implement improvements to purchasing strategies 4.4 Communicate improvements to relevant stakeholders and provide support to implement improvements 4.5 Monitor and review implementation of improvements to determine their effectiveness

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and negotiation skills to liaise with suppliers and relevant stakeholders and negotiate agreement appropriate purchasing strategies
- literacy skills to write purchasing policies and procedures and reports containing complex concepts
- financial management skills to create and manage a budget framework for conducting purchasing activities
- technology skills to operate software relating to online purchasing.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
  - consumer protection legislation
  - contract law
  - import of goods and services, where relevant
  - sale of goods legislation

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    - Trade Practices Act
- information about industry benchmarks for purchasing, including information from:
    - peak bodies and industry associations
- Australian Standards organisation policies and procedures related to:
    - business terms and conditions for purchasing, tendering and contracting
    - contracting and tendering
    - ethical behaviour
    - purchasing
- product knowledge related to goods and services required by the organisation
- principles and practice in environmentally sustainable purchasing and supply
- range of software programs used in online purchasing.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of purchasing objectives and strategies for an organisation • implementation of those purchasing strategies in an organisation • evaluation and implementation of improvements to purchasing strategies in an organisation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • organisation's purchasing strategies and relevant purchasing records.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of documented purchasing objectives and strategies • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

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	• oral or written questioning to assess knowledge • review testimony from team members, colleagues, supervisors or managers • review of authenticated documents from the workplace or training environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other purchasing units.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Relevant stakeholders may include:	• clients • contractors • customers • suppliers • tenderers.
Personnel may include:	• Board members • CEOs • coordinators • internal users of purchased goods and services • leaders • managers • owners • relevant staff in other work sections • staff in own work section, team members and colleagues • supervisors.
Purchasing strategies may include:	• criteria for evaluating purchasing performance • different policies, procedures and strategies for different dollar values of purchases • key performance indicators for purchasing • limits of authority to approve purchases • methodology for evaluating purchasing performance

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	• organisational and industry codes of conduct and ethics • policies, procedures, guidelines and documentation formats for purchasing from suppliers including entities owned by the organisation, partners, alliance members and local and distant suppliers • requirements for fairness and transparency in purchasing • environmentally sustainable purchase and supply of goods and services.
Legal requirements may include issues in relation to:	• access and equity • accreditation, licence, patent and copyright • codes of practice • data collection, storage and retrieval • ethical conduct and governance • industrial relations • insurance • occupational health and safety • operation, maintenance and service of tools, equipment, plant and machinery • planning • privacy and confidentiality • professional development • standards (Australian and international) • warranties.

The five rights are:	• right supplier:
	  • demonstrable expertise and experience
	  • due diligence requirements
	  • ethical conduct requirements
	  • evidence of past legal compliance
	  • requirements to use organisations linked by ownership, partnership, alliance or other arrangements
	• right price:
	  • cost/price analysis
	  • value-for-money
	• right quantity:
	  • supply guarantees
	• right quality:
	  • confidentiality and probity requirements
	  • key performance indicators
	  • measures to manage risk
	  • quality accreditation

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	• right time: • supply guarantees.
Resources may include human, physical and other resources such as:	• documentation required for purchasing, such as proformas, order forms, standard tender documentation and basic standard contracts • software systems for inventory management or online purchasing • staff to undertake or assist with purchasing.
Support may include:	• information sessions and briefings • training programs • written information including procedures and internet or intranet-based information.

Unit Sector(s)

Administration – Purchasing and Contracting

Custom Content Section

Not applicable.

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BSBPUR502B Manage supplier relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to manage relationships with suppliers of larger purchases or multiple smaller purchases, where the relationship is of some significance to the organisation. It covers managing purchasing agreements, resolving disagreements with suppliers, finalising agreements, and reviewing the performance of suppliers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who mange the relationships with the suppliers to an organisation. The unit is typically undertaken by a senior purchasing officer or purchasing manager. While they may work closely with other staff members in the organisation, they have individual responsibility and autonomy to establish, maintain and develop supplier relationships and resolve any disputes arising with suppliers. Individuals undertaking this unit support the work of other employees in maintaining supplier relationships.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Manage purchasing agreements	1.1. Monitor supplier performance throughout the duration of ***agreements*** 1.2. Identify, monitor and manage risks in ***risk management plans*** throughout the duration of agreements 1.3. Identify and address potential and actual performance issues 1.4. Negotiate and resolve amendments to agreements as a consequence of addressing performance issues 1.5. Seek and obtain approval for amendments 1.6. Communicate approved amendments to suppliers and ***relevant personnel***
2. Resolve disagreements with	2.1. Identify and investigate causes of ***disagreements***

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ELEMENT	PERFORMANCE CRITERIA
suppliers	with suppliers and assess heir validity 2.2. Negotiate and resolve disagreements 2.3. Document amendments to agreements as a consequence of the resolution of disagreements 2.4. Seek and obtain approval for amendments 2.5. Communicate approved amendments to suppliers and relevant personnel
3. Finalise agreements	3.1. Confirm all supplier obligations as having been met prior to agreements being finalised 3.2. Finalise purchasing agreements on ***completion*** of contract 3.3. Document arrangements to finalise agreements
4. Review performance of suppliers	4.1. Evaluate supplier performance against the requirements of purchasing agreements 4.2. Inform suppliers of evaluation outcomes as required 4.3. Make ***recommendations*** about future use of suppliers to relevant personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication and negotiation skills to liaise with suppliers and relevant personnel and gain agreement on required performance levels
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to write reports containing complex concepts.

Required knowledge

- identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
  - consumer protection legislation
  - contract law
  - import of goods and services, where relevant
  - sale of goods legislation

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REQUIRED SKILLS AND KNOWLEDGE

• Trade Practices Act
• methodologies to monitor, review and evaluate supplier performance
• organisation's policies and procedures related to:
  • conduct and ethics
  • OHS
  • purchasing
  • tendering and contracting
• product knowledge related to goods and services required by the organisation.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • successfully managed relationships with suppliers over the life of specific purchasing agreements • resolution of a dispute with a supplier • finalisation of an agreement with a supplier • evaluation of supplier performance and formulation of recommendations about future use of supplier.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • organisation's purchasing strategies and relevant purchasing records • access to organisation's policy and procedures for purchasing.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of

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EVIDENCE GUIDE	
	portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of actions taken to resolve disagreements with suppliers • oral or written questioning to assess knowledge • review of testimony from team members, colleagues, supervisors or managers • review of authenticated documents from the workplace or training environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other purchasing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Agreements may include:	• all conditions applying from commencement to completion and closure of agreement • conditions set out in a contract, memorandum of understanding or other documented agreement
Risk management plans may include:	• documentation of outcomes of risk analysis including occupational health and safety, and how risks are to be addressed
Relevant personnel may include:	• CEOs • managers • leaders • coordinators • OHS specialists and supervisors • internal users of supplied goods and services • personnel involved in purchasing

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RANGE STATEMENT	
Disagreements may include:	• costs, fees and prices • delivery schedules • interpretations of specifications detailed in documents on which agreements are based • interpretations of terms and conditions detailed in agreement • quality of goods or services, including OHS performance standards
Completion of purchasing agreement may include:	• after agreed number or volume of items have been supplied • at end of fixed time period • mutually-agreed time, including prior to that specified in agreement
Recommendations may include:	• to file relevant supplier details for future reference • to renew agreement for further purchasing • to seek new sources of supply

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Purchasing and Contracting

Co-requisite units

Co-requisite units		

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BSBPUR504B Manage a supply chain

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to manage a supply chain, including the relationships between an organisation and its supply and demand partners along the chain. It covers implementing a demand driven supply chain management strategy, managing the supply chain, and evaluating and improving supply chain effectiveness. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are responsible for managing a supply chain in an organisation. These individuals develop and implement relevant supply chain management strategies, and manage and review the implementation of improvements to international purchasing strategies. Individuals undertaking this unit support the work of other employees carrying out supply chain management functions.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Implement demand driven supply chain management strategy	1.1. Assign responsibility for ***supply chain management*** within the organisation in accordance with supply chain management strategy 1.2. Access and operationalise technology and software for implementation of the supply chain management system within the requirements of the strategy and budgetary allocation 1.3. Design policies and procedures to guide business relations and operations in accordance with the strategy 1.4. Design or re-design ***supporting business processes*** to support implementation of the strategy 1.5. Provide ***support*** to staff, customers and supply chain to assist in implementation of the supply chain management strategy

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ELEMENT	PERFORMANCE CRITERIA
2. Manage supply chain	2.1. Manage communication and information exchange with strategic partners and suppliers in accordance with the supply chain management strategy 2.2. Facilitate and collaborate with supply chain organisations to determine demand at each level of the supply chain in accordance with the supply chain management strategy 2.3. Manage sales and payments in accordance with supply chain and risk management strategies, and legal and ethical requirements 2.4. Implement actions to build trust and foster a supply chain culture in accordance with the supply chain management strategy 2.5. Identify opportunities to adjust policies and procedures to respond to the changing needs of customers, supply chain and the organisation
3. Evaluate and improve supply chain effectiveness	3.1. Monitor ***demand chain management*** and supply chain management in accordance with the supply chain management strategy 3.2. Review and identify ***improvements in the effectiveness of the supply chain*** with each level of the supply chain, including staff and customers 3.3. Compare business data and reports to outcomes, budgets, timelines and forecasts to actual performance 3.4. Review technology performance and make recommendations for improvements to hardware, software and/or their use in accordance with strategy and budget 3.5. Use feedback and evaluation results to plan and improve future supply chain management strategies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities

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REQUIRED SKILLS AND KNOWLEDGE
• communication and interpersonal skills to establish working relationships with customers, supply chain members and internal colleagues • literacy skills to document policies and procedures for supply chain management and to write reports containing complex concepts • leadership skills to coordinate supply chain management policy development and successfully implement those policies • technology skills to use software applicable to managing a supply chain.
Required knowledge

• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
  • consumer protection legislation
  • contract law
  • import of goods and services, where relevant
  • sale of goods legislation
  • Trade Practices Act
• organisation policies and procedures related to:
  • business terms and conditions for purchasing, tendering and contracting
  • contracting and tendering
  • ethical behaviour
  • purchasing
  • supply chain management
• product knowledge related to goods and services required by the organisation
• techniques to establish collaborative relationships.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implementation of a supply chain management strategy • successful management of a supply chain

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EVIDENCE GUIDE	
	• evaluation and formulation of recommendations for improvement to supply chain management strategy.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • organisation's purchasing strategies and relevant purchasing records.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of documented supply chain management strategies • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge • review testimony from team members, colleagues, supervisors or managers • review of authenticated documents from the workplace or training environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other purchasing units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Supply chain management refers	• management of the entire cycle from raw materials to producers, component suppliers,

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RANGE STATEMENT	
to:	manufacturers, wholesalers, third party service providers, retailers, customers and recyclers, plus freight, distribution and cash flow
Supporting business processes may include:	• accounting • administration • data input • delivering and receiving • ordering • payments • online and other technological inventory management or supply chain integration software
Support may include:	• intranet site information • mentoring and coaching arrangements • policies, procedures and guidelines • provision of a help-desk or contact persons • workshops, briefings and training programs • written documentation in the form of manuals, help books, protocols, etc
Demand chain management is:	• a collaborative process that involves determining how much product needs to be produced at each level of the supply chain through to the end consumer
Improvements in the supply chain may include:	• the role of 'middlemen' or other middle supply chain elements being reduced or made redundant as newer more efficient supply chain methodologies and technologies are implemented • new value being created between producers and consumers

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Administration - Purchasing and Contracting

Co-requisite units

Co-requisite units		

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BSBREL401A Establish networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain effective work relationships and networks. It covers the relationship building and negotiation skills required by workers within an organisation as well as freelance or contract workers. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of networking and negotiation who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and maintain business networks	1.1. Use appropriate ***network strategies*** to establish and maintain relationships that promote the development of business opportunities 1.2. Identify and pursue network opportunities to maximise a range of contacts 1.3. Communicate information regarding new networks to inform individuals, colleagues and clients of potential benefits 1.4. Participate in ***professional networks and associations*** to obtain and maintain personal knowledge and skills
2. Establish and maintain business relationships	2.1. Develop and maintain relationships to promote benefits consistent with ***organisational/client requirements*** 2.2. Gain and maintain trust and confidence of contacts through demonstration of high standards of business practices 2.3. Use a high level of ***negotiation skills*** to encourage positive outcomes 2.4. Identify difficult situations and negotiate solutions using collaborative problem-solving techniques

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Seek specialist advice in the development of contacts where appropriate
3. Promote the relationship	3.1. Develop strategies to represent and promote the interests and requirements of the relationship 3.2. Use appropriate presentation skills to communicate the goals and objectives of the relationship 3.3. Effectively communicate issues, policies and practices of the relationship to a range of audiences, in writing and verbally 3.4. Obtain ***feedback*** to identify and develop ways to improve promotional activities within available opportunities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • leadership skills to gain trust and confidence of clients and colleagues • negotiation skills to achieve mutually acceptable outcomes • technology skills to support effective communication and presentation.
Required knowledge
• client or organisational policies, plans and procedures • related organisations, agencies and networks • trends and forecasts for relevant industries, services and products.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • establishing contacts and participating in networks • identifying opportunities for networking • knowledge of related organisations, agencies and networks • maintaining records of relevant contacts.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of networking strategies and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation communicating issues, policies and practices of the relationship to a range of audiences • evaluation of promotional strategies • observation of negotiation of solutions between groups and individuals • observation of promotional presentations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • interpersonal communication units • other relationship management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Network strategies may include:	• association memberships • conference participation • distributing materials • individual marketing • maintaining regular contact • seminar attendance
Professional networks and associations may include:	• advisory committees • colleagues • committees • government agencies • internal/external customers • lobby groups • local inter-agency groups • other organisations • professional/occupational associations • project specific ad hoc consultative/reference groups • specific interest or support groups • suppliers • work team
Organisational/client requirements may be included in:	• access and equity principles and practices • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • marketing plan • occupational health and safety policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals

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RANGE STATEMENT	
Negotiation skills may include:	• assertiveness • bargaining • collaboration • confidence building • conflict reduction • empathising • offers and counter offers • solution designing • stress management
Feedback may include:	• accuracy and sufficiency of information • appropriateness of audience • benefits to organisation • impact of message • liaison with networks • participation of competitors • use of media

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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BSBRES401A Analyse and present research information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather and organise information	1.1. Gather and organise ***information*** in a format suitable for analysis, interpretation and dissemination in accordance with ***organisational requirements*** 1.2. Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3. Ensure that ***methods of collecting information*** are reliable and make efficient use of resources in accordance with organisational requirements 1.4. Identify research requirements for combining online research with non-electronic sources of information 1.5. Use ***business technology*** to access, organise and monitor information in accordance with organisational requirements 1.6. Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1. Clearly define ***objectives of research*** ensuring consistency with organisational requirements 2.2. Ensure that data and ***research strategies*** used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3. Identify ***key words and phrases*** for use as part of any online search strategy, including the use of ***Boolean operators*** and other search tools

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Use reliable ***methods of data analysis*** that are suitable to research purposes 2.5. Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and ***business objectives***
3. Present information	3.1. Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2. Structure and format reports in a clear manner that conforms to organisational requirements 3.3. Report and distribute research findings in accordance with organisational requirements 3.4. Obtain ***feedback*** and comments on suitability and sufficiency of findings in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to select and use technology appropriate to a task
- research skills to identify and access information.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational record keeping/filing systems, security procedures and safe

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REQUIRED SKILLS AND KNOWLEDGE
recording practices • organisational policies and procedures relating to distribution of workplace information, and legal and ethical obligations • research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • presenting information and data • maintaining and handling data and documents systematically • analysing and interpreting data to support organisational activities • knowledge of research processes and strategies to identify new sources of information.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of research tasks and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • review of documentation outlining recommendations and issues

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EVIDENCE GUIDE	
	• review of reports outlining research findings.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • general administration units • IT use units • Governance units

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Information may include:	• demographic data • service delivery records • computer databases (library catalogue, customer records, subscription database, internet) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • financial figures • forms (insurance forms, membership forms) • information on training needs • invoices (from suppliers, to debtors) • marketing reports/plans/budgets • personnel records (personal details, salary rates) • production targets • sales records (monthly forecasts, targets achieved)
Organisational requirements may include:	• anti-discrimination and related policy • business and performance plans • Code of Conduct/Code of Ethics

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RANGE STATEMENT	
	• defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • information protocols • legal and organisational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information may include:	• checking research provided by others • checking written material including referrals and client files • individual research • information from other organisations • interviews with community members, colleagues/customers • observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Business technology may include:	• answering machine • computer • fax machine • photocopier • telephone
Objectives of research may include:	• comparative analysis • hypothesis testing • identification of trends • industry pricing policies • process mapping • situational diagnosis
Research strategies may include:	• data analysis • documentation reviews • focus groups • interviewing colleagues and clients • online searching • product sampling • subscription databases

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RANGE STATEMENT	
Key words and phrases may include:	• American spellings when searching online • cultural or geographic terms • using different thesauri in different databases
Boolean operators may include:	• exclude - / NOT • include +/ AND • or • phrase searching " "/( ) • variations, depending on the resource being used
Methods of data analysis may include:	• data sampling • feedback on results • peer review • review of previous research • statistical analysis
Business objectives may include:	• community capacity building • community development • service provision • business planning • financial performance • flexibility, responsiveness • interpersonal communication • marketing and customer service • organisational values and behaviours • people management • work procedures and quality assurance manuals
Feedback may include:	• audit documentation and reports • comments from community, board members, clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Knowledge Management - Research

Co-requisite units

Co-requisite units		

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BSBRKG304B Maintain business records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain the records of a business or records system in good order on a day to day basis. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals requiring some understanding of relevant theoretical knowledge relating to recordkeeping functions. It is not assumed that individuals at this level would have responsibility for supervising the work of others; however it is assumed that as a recordkeeping practitioner their work will support effective recordkeeping and governance practices across the organisation. The application is in relation to the maintenance of records from an existing business or records system that has guidelines and processes to assist in the process. Work carried out in the interest of system maintenance will be performed under supervision or in consultation with more senior staff or users of the system.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Collate business records	1.1. Identify individual ***records*** or ***information*** which should be incorporated into ***business or records system*** according to organisational criteria 1.2. Sort records in accordance with workplace requirements 1.3. Adhere to ***security and access requirements*** in accordance with organisational procedures
2. Update business or records system	2.1. Identify and record control information for describing new records to be incorporated into business or records system 2.2. Update control information describing movement or use of records within business or records system 2.3. Accurately record and update control information in business or records system 2.4. Identify and remove records of completed business

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ELEMENT	PERFORMANCE CRITERIA
	activities from current system for disposal
3. Prepare reports from the business or records system	3.1. Interpret requests for ***reports*** and clarify the content and frequency sought, where necessary 3.2. Prepare reports from business or records system in accordance with instructions or request 3.3. Prepare reports in accordance with organisational security and access procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain and clarify procedures, and to interview users to identify their records/information needs
- literacy skills to read and interpret nature of record content, functions and problems
- problem-solving and analysis skills to identify and manage records.

Required knowledge

- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
  - occupational health and safety
- general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory

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REQUIRED SKILLS AND KNOWLEDGE
• mandate and ownership of business process • environmental context • records characteristics.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • complying with organisational procedures and workplace requirements • knowledge and understanding of business or records systems • accurately recording information.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated work environment • access to office equipment and resources • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • oral or written questioning to assess knowledge of

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EVIDENCE GUIDE	
	general principles and processes of business or records systems.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other knowledge management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Records may be:	• at different stages of use:
	  • active
	  • archival
	• digital:
	  • remote drives
	  • servers
	  • CDs
	  • DVDs
	  • imaging systems
	  • PC-based applications
	  • mainframe
	• physical:
	  • audio-visual or multimedia
	  • graphic
	  • microform
	  • paper-based (acid free or multiple copies
	• from a variety of sources:
	  • already in the custody of the organisation
	  • in the process of being transferred between organisations

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RANGE STATEMENT	
Information may include:	• customer relationship management • expenditure • human resources management • invoicing/sales • legislative/regulatory/licensing compliance • risk management • stock control • taxation, asset management

Business or records systems may be:	• archival control systems
	• business systems
	• cash register-based systems
	• characteristics relating to:
	  • aggregations
	  • context
	  • entities
	  • metadata
	• current business or records systems
	• electronic records and document management system (ERDMS)
	• informal
	• paper-based accumulation and card systems
	• PC-based accounting systems, employee and tax records systems
	• proprietary recordkeeping package
	• storage facilities systems
	• systems unique to individual workplaces and organisations

Security and access requirements may relate to:	• individuals or positions of individuals • protection of privacy • security restrictions • trade secrets or commercial-in-confidence information
Reports may be:	• ad hoc • computer generated • hand prepared • part of a management solution for another support/operational function • regular records management reports • system management reports

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Recordkeeping

Co-requisite units

Co-requisite units		

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BSBRKG402B Provide information from and about records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to respond as effectively as possible to enquiries from potential users of records, including using appropriate processes to access and provide information about records. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to demonstrate understanding of a broad knowledge base incorporating some theoretical recordkeeping concepts. The application is in relation to individuals who may regularly be expected to access an organisation's business and records systems in response to enquiries from users of the systems and others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and gather records required	1.1. ***Identify*** specific information or search criteria required by user 1.2. Identify ***range of records*** likely to contain information required and ascertain their availability using appropriate ***finding aids*** and ***records systems*** 1.3. Obtain range of records likely to contain information required by user, and analyse content 1.4. Track records to record any change in location and use, in accordance with business or records system rules and organisational procedures 1.5. Explain to user any ***obstacles*** to obtaining specific records within specified time and agree a timeframe for provision of records
2. Interpret and administer access rules and procedures	2.1. Identify person requesting record/s and confirm ***access*** category, in accordance with organisational procedures 2.2. Apply access restriction rules and guidelines to record/s requested to match access category of requester 2.3. Inform requester of their rights to review the decision where access restriction rules and guidelines

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ELEMENT	PERFORMANCE CRITERIA
	prevent access
3. Provide the required information and/or records	3.1. Prepare requested information/records in appropriate formats, and in accordance with organisational procedures and specified time lines 3.2. Mask specific records, or portions thereof, in accordance with access rules and organisational procedures 3.3. Document records retrieved and used to provide information, in accordance with business or records system operation and organisational procedures 3.4. Record new locations provided to user in accordance with system rules and organisational procedures 3.5. Deliver record, or record information, within specified timeframes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to explain and clarify procedures, and to interview users to identify their records/information needs
- literacy skills to read and interpret nature of record content, functions and problems
- problem-solving and analysis skills to identify records and information requested
- self management skills to accurately record metadata
- research skills to identify, retrieve and organise information for users.

Required knowledge

- construction and use of language in the organisation in relation to recordkeeping (past and present)
- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles

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REQUIRED SKILLS AND KNOWLEDGE
• Australian Stock Exchange(ASX) Principles of Good Corporate Governance • ethical principles • codes of practice • privacy and freedom of information • archives and records legislation • occupational health and safety • general principles and processes of records management and records management systems, such as: • systems of control • records continuum theory • mandate and ownership of business process • environmental context • records characteristics • organisational business functions, structure and culture • organisational policies, strategies and procedures, particularly those relating to records access and security.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifying records which accurately fulfil requests of users • applying access and security rules in the provision of records and information • knowledge of relevant legislation, regulations and standards.
Context of and specific resources for assessment	Assessment must ensure: • access to examples of records, recordkeeping systems and policies • access to workplace reference materials such as procedural manuals and company policies.

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EVIDENCE GUIDE	
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of requested information/records prepared • oral or written questioning to assessknowledge of general principles and processes of recordkeeping systems.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • administration units • other knowledge management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Identifying information or search criteria may include:	• keywords • control information

Range of records may include:	• different stages of use:
	  • active
	  • archival
	• digital:
	  • remote drives
	  • servers
	  • CDs
	  • DVDs

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RANGE STATEMENT	
	• imaging systems • PC-based applications • mainframe • physical: • audio-visual or multimedia • graphic • microform • paper-based (acid free or multiple copies) • variety of sources: • already in the custody of the organisation • in the process of being transferred between organisations
Finding aids to ascertain the availability of records may include:	• databases • indexes • microforms
Records systems may include:	• archival control systems • business systems • cash register-based systems • characteristics relating to: • aggregations • context • entities • metadata • current business or records systems • electronic records and document management system (ERDMS) • informal • paper-based accumulation and card systems • PC-based accounting systems, employee and tax records systems • proprietary recordkeeping package • storage facilities systems
Obstacles may include:	• cost • inaccurate finding aids • reluctance of individuals or organisations to provide records • remoteness of location • transaction of standard recordkeeping practices, such as disposal

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RANGE STATEMENT	
Access may include:	• interpretation of clearances and privacy restrictions • checking level of access and associated security releases

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Recordkeeping

Co-requisite units

Co-requisite units		

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BSBRSK401A Identify risk and apply risk management processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify risks and to apply established risk management processes to a subset of an organisation or project's operations that are within the person's own work responsibilities and area of operation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others. In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify risks	1.1. Identify the ***context*** for risk management 1.2. Identify ***risks*** using ***tools***, ensuring all reasonable steps have been taken to identify all risks 1.3. Document identified risks in accordance with relevant policies, procedures and legislation
2. Analyse and evaluate risks	2.1. Analyse and document risks in consultation with relevant ***stakeholders*** 2.2. Undertake ***risk categorisation*** and determine ***level of risk*** 2.3. Document analysis processes and outcomes
3. Treat risks	3.1. Determine appropriate ***control measures*** for risks and assess for strengths and weaknesses 3.2. Identify control measures for all risks

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4. Choose and implement control measures for own area of operation and/or responsibilities 3.5. Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1. Regularly review implemented treatment/s against ***measures of success*** 4.2. Use review results to improve the treatment of risks 4.3. Provide assistance to auditing risk in own area of operation 4.4. Monitor and review management of risk in own area of operation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills sufficient to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- research and data collection skills to monitor and evaluate risks
- problem-solving skills to appropriately address identified risks.

Required knowledge

- Australian and international standards for risk management
- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - environmental issues
  - occupational health and safety
- organisational policies and procedures relating to risk management processes and

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REQUIRED SKILLS AND KNOWLEDGE
strategies • auditing requirements relating to risk management.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identification, analysis and evaluation of risks • demonstrated understanding of personal role in relation to wider organisational or project context • demonstrated understanding of risk management processes and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation relating to risk management • access to risk management tools and frameworks.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation outlining risk analysis processes and outcomes • analysis of responses to case studies and scenarios • oral or written questioning to assess knowledge of Australian and international standards for risk management • review of implementation of treatment plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• general administration units • other risk management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Context may include:	• any related projects or organisations • any resources, including physical assets, which are vital to operations • key operational elements and service of the organisation • organisation or project, how it is organised and its capabilities • own role and responsibilities in relation to overall project or organisation design
Risks may include:	• commercial and legal relationships • economic circumstances and scenarios • human behaviour • individual activities • management activities and controls • natural events • political circumstances • positive risk • technology - technological issues
Tools may include:	• documentation to assist in process of identifying risk, and assessing impact and likelihood of occurrence • standard instruments developed for the organisation and contextualised for sections of the workplace's operations, such as checklists and testing procedures • tools to prioritise risks, including where relevant, numerical scoring systems for risks

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RANGE STATEMENT	
Stakeholders may include:	• contractors • employees • financial managers • insurance agents • managers • public • service providers • suppliers • unions • volunteers

Risk categorisation may include:	• likelihood of risks:
	  • almost certain
	  • likely
	  • possible
	  • unlikely
	  • rare
	• consequences of risks:
	  • insignificant
	  • minor
	  • moderate
	  • major
	  • catastrophic
	  • current control measures

Level of risk may include:	• low, treated with routine procedures • moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented • high, requiring action, as it has potential to be damaging to the organisation or project • extreme, requiring immediate action, as it has potential to be devastating to the organisation or project

Control measures may include:	• hierarchy of controls:
	  • reduction in likelihood of risks
	  • reduction of consequences of risks
	  • retention of risks
	  • risk aversion
	  • transfer of responsibility of risks

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RANGE STATEMENT	
Measures of success may include:	• costs • reductions in impact • reductions in likelihood • reductions in occurrence

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Risk Management

Co-requisite units

Co-requisite units		

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BSBRSK501B Manage risk

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0.* Revised unit. Required knowledge updated to incorporate current Australian Standards. Replaces BSBRSK501A Manage risk

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage risks in a range of contexts across the organisation or for a specific business unit or area.

Application of the Unit

This unit addresses the management of the risk across the organisation or within a business unit or area. It does not assume any given industry setting.

This unit applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Establish risk context	1.1 Review organisational processes, procedures and requirements for undertaking ***risk*** management 1.2 Determine ***scope*** for risk management process 1.3 Identify internal and external stakeholders and their issues 1.4 Review political, economic, social, legal, technological and policy context 1.5 Review strengths and weaknesses of existing arrangements 1.6 Document critical success factors, goals or objectives for area included in scope 1.7 Obtain support for risk management activities 1.8 Communicate with ***relevant parties*** about the risk management process and invite participation
2. Identify risks	2.1 Invite relevant parties to assist in the identification of risks 2.2 ***Research*** risks that may apply to scope 2.3 Use ***tools and techniques*** to generate a list of risks that apply to the scope, in consultation with relevant parties
3. Analyse risks	3.1 Assess ***likelihood*** of risks occurring 3.2 Assess ***impact or consequence*** if risks occur 3.3 ***Evaluate*** and prioritise risks for treatment
4. Select and implement treatments	4.1 Determine and select most appropriate ***options*** for treating risks 4.2 Develop an ***action plan*** for implementing risk treatment 4.3 Communicate risk management processes to relevant parties 4.4 Ensure all documentation is in order and appropriately stored

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	4.5 Implement and monitor action plan 4.6 Evaluate risk management process

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and literacy skills to consult and negotiate, to prepare communications about risk management, and to encourage stakeholder involvement
- organisational and management skills to plan and implement risk management processes
- problem-solving and innovation skills to find practical ways to manage identified risks.

Required knowledge

- AS/NZS ISO 31000:2009 Risk Management - Principles and Guidelines
- legislation, codes of practice and national standards, for example:
  - duty of care
  - company law
  - contract law
  - environmental law
  - freedom of information
  - industrial relations law
  - privacy and confidentiality
  - legislation relevant to organisation’s operations
  - legislation relevant to operation as a business entity
- organisational policies and procedures, including:
  - risk management strategy
  - policies and procedures for risk management
- overall operations of organisation
- reasonable adjustment in the workplace for people with a disability
- types of available insurance and insurance providers.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • risk management plan which includes a detailed stakeholder analysis, explanation of the risk context, critical success factors, identified and analysed risks, and treatments for prioritised risks • details of monitoring arrangements for risk management plan and an evaluation of the risk management plan's efficacy in treating risks • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of risk management policies and procedures • review of documented critical success factors, and goals or objectives for area • review of risks prioritised for treatment • evaluation of action plan for implementing risk treatment • evaluation of documentation communicating risk management processes to relevant parties.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • financial management units, governance units, human resource management units, or technology units.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Risks may include those relating to:	• commercial relationships • economic circumstances and scenarios • human behaviour • individual activities • legislation • management activities and controls • natural events • political circumstances • technology.

Scope may apply to:	• given project
	• specific business unit or area
	• specific functional such as:
	  • financial management
	  • OHS
	  • governance
	• external environment
	• internal environment
	• whole organisation.

Relevant parties may include:	• all staff • internal and external stakeholders • senior management • specific teams or business units • technical experts.
Research may include:	• data or statistical information • information from other business areas • lessons learned from other projects or activities • market research • previous experience • public consultation • review of literature and other information sources.
Tools and techniques may include:	• brainstorms • checklists • fishbone diagrams

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	• flowcharts • scenario analysis.

Likelihood may refer to:	• probability of a given risk occurring, such as:
	  • very likely
	  • likely
	  • possible
	  • unlikely
	  • rare.

Impact or consequence may refer to:	• significance of outcomes if the risk occurs, such as:
	  • disastrous
	  • severe
	  • moderate impact
	  • minimal impact.

Evaluation of risks includes:	• considering the likelihood of the risk occurring • considering the impact of the risk • determining which risks are most significant and are therefore priorities for treatment.
Options may include:	• avoiding the risk • changing the consequences • changing the likelihood • retaining the risk • sharing the risk with a third party.
Action plans should include:	• what actions are required • who is taking responsibility • time lines • monitoring processes.

Unit Sector(s)

Management and Leadership – Management

Custom Content Section

Not applicable.

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BSBSMB301A Investigate micro business opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop business ideas, and to investigate market needs and factors affecting potential markets. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Describe business ideas	1.1. Gather information for ***business ideas*** from ***appropriate sources*** 1.2. List details of business ideas and opportunities 1.3. Research alternative business ideas in light of the resources available 1.4. Specify and list products and services to match business ideas 1.5. Identify and research potential ***customer information*** for business ideas 1.6. Identify and take into account financial, business and technical skills available when researching business opportunities
2. Identify market needs	2.1. Collect information regarding market size and potential from appropriate sources 2.2. Investigate market trends and developments to identify market needs relative to business ideas 2.3. Gather market information from ***primary and secondary sources*** to identify possible market needs in relation to business ideas 2.4. Identify ***ethical and cultural requirements*** of the market and their impact on business ideas 2.5. Identify ***new and emerging markets*** and document their features

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Identify and organise information on expected market growth or decline and associated risk factors
3. Investigate factors affecting the market	3.1. Identify projected changes in population, economic activity and the labour force that may affect business ideas 3.2. Identify movements in prices and projected changes in availability of resources 3.3. Review ***trends and developments*** and identify their potential impact on business ideas

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to identify market trends and developments, and to assess their impact on products and services • communication skills to request information from diverse sources • lateral thinking skills to generate ideas for potential businesses • literacy skills to interpret business and market information • numeracy skills to analyse data to aid business/market research • research skills to investigate market needs.
Required knowledge
• ethical and cultural requirements • research methods and data collection tools • sources of business and market information.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • thorough investigation of business opportunities and ideas • clearly identified products/services and customer information for each business idea • thorough collection and analysis of market information and associated factors relating to business ideas • knowledge of ethical and cultural requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence relating to the development of the candidate's own business idea • review of report on an existing micro or small business known to the candidate • oral or written questioning to assess knowledge of research methods and data collection tools • review of market information gathered to identify possible market needs in relation to business ideas • assessment of reviewof trends and developments and their potential impact on business ideas.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Business ideas may be influenced by:	• amount and type of finance available • cultural, family and/or community expectations • expected financial viability • finance required • lifestyle sought • number and type of competitors • returns expected or required by owner • skills of owner/operator
Appropriate sources may include:	• Aboriginal and cultural councils and incorporated bodies • accountants • Australian Bureau of Statistics • business advisory services • business brokers • business consultants • business incubators • business mentors and peers • current affairs • databases • financial institutions • government agencies set up to provide and assist business development for example Indigenous Business Australia (IBA), Business Entry Point (www.business.gov.au) • industry/trade associations • internet • lawyers and providers of legal advice • local councils • friends, family and community • market research publications • national and international publications • online gateways • role models and other successful businesses • training providers
Customer information may	• customer characteristics

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RANGE STATEMENT	
include:	• marketing issues to meet needs • specialised needs of customers
Primary sources may include:	• group interviews • market testing a segment of the market • interviews (face-to-face and telephone) • observation • questionnaires • samples • surveys
Secondary sources may include:	• chambers of commerce data • data held by research and industry specific organisations • polls published by advertising and media companies • published government statistics • university databases

Ethical and cultural requirements may include:	• codes of practice
	• cultural expectations and influences
	• ethical principles
	  • government policies and guidelines
	  • societal expectations
	  • social responsibilities, for example protection of children, environmental issues

New and emerging markets may include:	• e-commerce • export market • niche or segment of the market not currently penetrated
Trends and developments may include:	• changes in technology • demographic trends • ecological/environmental trends • economic trends (local, regional, national, international) • government activities, fro example interest rates, deregulation • industrial trends • social and cultural factors

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB401A Establish legal and risk management requirements of small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and comply with the regulatory, legal, taxation and insurance requirements, and risk management needs of small business. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or setting up a new business or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and implement business legal requirements	1.1. Identify and research possible ***options for the business legal structure*** using ***appropriate sources*** 1.2. Determine ***legislation and regulatory requirements*** affecting the operations of the business under its chosen structure 1.3. Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements
2. Comply with legislation, codes and regulatory requirements	2.1. Establish systems to ensure the ***legal rights and responsibilities*** of the business are identified and the business is adequately protected, specifically in relation to ***occupational health and safety*** (***OHS***), business registration and environmental requirements 2.2. Identify ***taxation principles and requirements*** relative to the business and follow procedures to ensure compliance 2.3. Identify and carefully maintain ***legal documents*** and maintain and update relevant ***records*** to ensure their ongoing security and accessibility 2.4. Monitor the provision of products and services of the business to protect legal rights and to comply with legal responsibilities 2.5. Conduct investigations to identify areas of

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ELEMENT	PERFORMANCE CRITERIA
	non-compliance with legal and regulatory requirements and take corrective action where necessary
3. Negotiate and arrange contracts	3.1. Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities 3.2. Investigate and assess potential products/services to determine ***procurement rights*** and to ensure protection of business interests where applicable 3.3. Negotiate and secure contractual procurement rights for goods and services including ***contracts with relevant people***, as required, in accordance with the business plan 3.4. Identify ***insurance requirements*** and acquire adequate cover 3.5. Identify options for leasing/ownership of business premises and complete contractual arrangements in accordance with the business plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, reporting, record keeping and consultation skills to operate the business
- literacy skills to interpret legal requirements, to develop policies and procedures and to analyse compliance information
- research skills to investigate legal structures, and taxation and insurance requirements
- time management skills to prioritise tasks and to meet key dates.

Required knowledge

- business registration and licensing requirements
- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations, anti-discrimination, taxation
- creation and termination of relevant legal contracts

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REQUIRED SKILLS AND KNOWLEDGE
• cultural differences and legal implications • duty of care imposed by Law of Torts • legal rights and obligations of alternative ownership structures • record keeping to meet minimum legal and taxation requirements • relevant consumer legislation • relevant industry codes of practice • relevant insurance requirements and products.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implementation of a systematic approach to identifying, managing and meeting legal and business requirements within culturally appropriate contexts • interpreting compliance data and formulating appropriate action • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including contracts negotiated and arranged • oral or written questioning to assess knowledge of relevant consumer legislation • review of procedures developed and implemented to ensure full compliance with relevant legislation and regulatory requirements

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EVIDENCE GUIDE	
	• review of insurance cover acquired.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • BSBSMB404A Undertake small business planning.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Options for the business legal structure may include:	• company • cooperative • corporation • government owned enterprise • partnership • profit or not-for-profit legal structure • sole trader • trust
Options for the business legal structure may be influenced by:	• confidentiality • contractual requirements • family/community/cultural expectations • ownership transfer • partnership considerations • preferences of owners/stakeholders • protection of stakeholders and assets • requirements of financial backers • superannuation • taxation
Appropriate sources may include:	• business advisers • financial planners • government agencies

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RANGE STATEMENT	
	• industry/trade associations • mentors • professional advisers (e.g. solicitors, accountants)

Legislation and regulatory requirements may include:	• local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as:
	  • relevant Acts and regulations
	  • industry and OHS codes of practice
	  • business registrations and licences
	  • planning and other permissions
	  • environmental legislation
	  • industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care
	  • equal employment opportunity (EEO) and anti-discrimination legislation, anti-competition regulations

Legal rights and responsibilities may include:	• culturally appropriate processes and protocols • marketing the business in accordance with consumer legislation • obligations imposed by choice of business structure • operating the business with a duty of care (Law of Torts)
Occupational health and safety and requirements must include:	• complying with relevant OHS codes of practice • establishing and maintaining a system for managing OHS • establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures • establishing OHS record keeping arrangements in accordance with regulatory requirements • OHS duty of care responsibilities • registering with state/territory workers compensation authority if applicable
Taxation principles and requirements may include:	• relevant taxation requirements/obligations for business • tax file number, Australian Business number, goods and services tax registration, PAYG and

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RANGE STATEMENT	
	withholding arrangements
Legal documents may include:	• appropriate software for financial records • certificate of incorporation • constitution documents • franchise agreements and financial documentation • partnership agreements • statutory books for companies (register of members, register of directors and minute books)
Records may include:	• environmental • financial • OHS • personnel • taxation
OHS records may include:	• accident reports and investigations • first aid and medical • hazardous substances register • instruction and training • manufacturers' and suppliers' information • material safety data sheets • OHS audits and inspections • plant maintenance and testing • workers compensation and rehabilitation
Procurement rights to products and services may include:	• any form of licensing • royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies
Contracts with relevant people may include:	• any person with whom the business has, or seeks to have, a performance-based relationship • owners, suppliers, employees, landlords, agents, distributors, customers
Insurance requirements may include:	• comprehensive insurance for vehicles/property • professional indemnity insurance • public liability insurance • third party insurance on motor vehicles • workers compensation • other insurance cover as required by state/territory or commonwealth legislation,

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RANGE STATEMENT	
	contractual obligations or as recommended for the industry/type of business

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB402A Plan small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop a financial plan to support business viability. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify costs, calculate prices and prepare profit statement	1.1. Identify and document ***costs*** associated with the production and delivery of the business' products/services 1.2. Calculate prices based on costs and profit margin, as an hourly charge out rate for labour or unit price for products 1.3. Calculate break-even sales point to establish business viability and profit margins 1.4. Identify appropriate ***pricing strategies*** in relation to market conditions to meet business profit targets 1.5. Prepare projected profit statement to supplement the business plan
2. Develop a FINANCIAL PLAN	2.1. Set ***profit targets***/***goals*** to reflect owner's desired returns 2.2. Identify working capital requirements necessary to attain profit projections 2.3. Identify non-current asset requirements and consider alternative asset management strategies 2.4. Prepare ***cash flow projections*** to enable business operation in accordance with business plan and ***legal requirements*** 2.5. Identify capital investment requirements accurately for each operational period 2.6. Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1. Identify start-up and ongoing financial requirements according to financial plan/budget

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Identify ***sources of finance***, including potential ***financial backers***, to provide required liquidity for the business to complement business goals and objectives 3.3. Investigate cost of securing finance on optimal terms 3.4. Identify strategies to obtain finance as required to ensure financial viability of the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to interpret financial data • communication skills to secure finance • literacy skills to develop a financial plan and to interpret legal requirements and financial reports • numeracy skills to calculate costs, prices, profit and other financial information • research skills to identify costs and sources of finance.
Required knowledge
• break-even analysis • costing for the business, including margin/mark-up, hourly charge out rates and unit costs • financial decision making relevant to the business • methods and relative costs of obtaining finance • principles for preparation of balance sheets • principles for preparation of cash flow forecasts • principles for preparation of profit and loss statements • purpose of financial reports • relevant accounting terminology • working capital cycles.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance • knowledge of financial decision making relevant to the business.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including financial plan and records • review of projected profit statement prepared to supplement the business plan • review of cash flow projections • oral or written questioning to asses knowledge of principles for preparation of cash flow forecasts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB404A Undertake small business planning • BSBSMB405A Monitor and manage small business operations • BSBSMB406A Manage small business finances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Costs may include:	• direct/indirect costs • fixed, variable, semi-variable costs • overheads and employee costs
Pricing strategies may include:	• competitor analysis • cost/volume/profit analysis • cost factors • cost plus pricing • demand-based pricing • discounting • market conditions • penetration pricing • perceived value • product mix • skimming
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff,

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RANGE STATEMENT	
	materials, plant and equipment) • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers
Profit targets*/*goals may include:	• break-even point • cost of goods/services sold • gross profit/net profit • desired actual/notional salary for owners/managers • desired return on investment • sales turnover/gross fees or income
Cash flow projections may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Legal requirements may include:	• contractual arrangements (partnership agreements, trust deeds) • corporations law • industrial law (for payroll records) • taxation law
Sources of finance may include:	• personal, financial institutions, trade/industry sources • government sources, for example commonwealth and state/territory governments which provide various forms of technical and financial assistance including direct cash grants, loans, subsidies, tax concessions, and professional and technical advice
Financial backers may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB403A Market the small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop marketing strategies	1.1. Analyse the business and its key products or services to determine the focus of marketing activities, in accordance with the objectives of the business plan 1.2. Evaluate the customer base and target market for the small business as a basis for the ***marketing objectives and strategies*** 1.3. Determine marketing objectives and strategies that are ethically and culturally appropriate, in consultation with ***relevant people*** and in accordance with the business plan
2. Determine a marketing mix for the business	2.1. Balance product mix, volumes and pricing to optimise sales and profit 2.2. Evaluate the costs and benefits of using different ***distribution channels*** and/or providing different ***levels of customer service*** and consider the results in determining the ***marketing mix*** 2.3. Determine promotional activities to suit the target market 2.4. Consider customer needs and preferences in determining the marketing mix 2.5. Determine the marketing mix according to market and business needs
3. Implement marketing	3.1. Brief persons involved in the marketing effort on their roles and responsibilities, to ensure the success

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ELEMENT	PERFORMANCE CRITERIA
strategies	of marketing strategies 3.2. Plan and implement ***promotional activities***, in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1. Monitor marketing activities and evaluate business performance according to the objectives and targets of the business plan 4.2. Analyse ***performance gaps*** and take corrective action or set new targets 4.3. Encourage all relevant people to propose ways to improve marketing performance 4.4. Seek and analyse ***customer reaction*** to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes 4.5. Conduct ongoing research of customer requirements to identify opportunities for change and improvement 4.6. Monitor and investigate changes in the market for new opportunities to aid business development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to question, clarify and report • literacy and numeracy skills to research information, to analyse data and to interpret market data.
Required knowledge
• industry market trends • methods of analysing costs and benefits of marketing strategies • methods of developing marketing objectives and marketing mix • methods of monitoring customer satisfaction • relevant market analysis and research • relevant marketing concepts and methods.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a marketing strategy and choosing a marketing mix for the small business that are culturally appropriate and that complement the business plan • implementing and monitoring the marketing strategy/plan to optimise the chances of small business success • knowledge of relevant marketing concepts and methods.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including marketing strategy and monitoring of marketing performance • oral or written questioning to assess knowledge of industry market trends • review of analysis of performance gaps and corrective action taken or new targets set • review of promotional activities implemented.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB404A Undertake small business planning.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Marketing objectives and strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
Relevant people may include:	• accountant or other specialist services • family members, work team members, sub-contractors, community members • franchise agency • financial backers, clients • owner/operator, partners, directors, shareholders • regulatory bodies • trade or industry associations
Distribution channels may include:	• dealer, re-seller, franchisee • distributor, delivery service, mail order, telesales • self-access, wholesale, retail
Levels of customer service may include:	• after sales service • one-on-one personal service • sales assistance for problems/queries only
Marketing mix may include:	• distribution • level of service • pricing

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RANGE STATEMENT	
	• promotion • quality, range • safety features • technical features, design
Promotional activities may include:	• advertising in national, suburban or local newspapers • advertising on radio or television • canvassing • development of networks and strategic alliances • display posters • exhibitions, in-store promotions • involvement in community projects • mail drops • professional/industry journals • sponsorship • staff development programs to enhance customer service orientation • website • word of mouth, referral, testimonials
Performance gaps may include:	• over achievement of performance targets • under achievement of performance targets
Customer reaction may be determined through:	• customer meetings, focus groups • identification of new business opportunities • informal discussion • sales to contact ratio • survey/other feedback mechanisms • trend analysis

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB404A Undertake small business planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify elements of the business plan	1.1. Identify purpose of the ***business plan***
	1.2. Identify and review the essential components of the business plan
	1.3. Identify and document ***business goals and objectives*** as a basis for measuring business performance
2. Develop a business plan	2.1. Research resources, legal and compliance requirements, specifically in relation to ***occupational health and safety*** (***OHS***), in accordance with business goals and objectives
	2.2. Research market needs, and market size and potential
	2.3. Identify sources and costs of finance, from the ***financial plan***, to provide required liquidity and profitability for the business
	2.4. Identify methods, from the ***marketing strategies***, to promote the market exposure of the business
	2.5. Identify methods/means of production/operation from the ***production***/***operations plan*** to conform with business goals and objectives
	2.6. Identify ***staffing requirements*** to effectively produce/deliver products/services
	2.7. Identify ***specialist services*** and sources of advice, where required, and cost in accordance with resources available
3. Develop strategies for minimising risks	3.1. Identify specific interests and objectives of ***relevant people*** and seek and confirm their support of the planned business direction
	3.2. Identify and develop ***risk management strategies***

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ELEMENT	PERFORMANCE CRITERIA
	according to business goals and objectives, and relevant legal requirements 3.3. Develop ***contingency plan*** to address possible areas of non-conformance with the plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to assess business performance • literacy skills to enable interpretation of business information • numeracy skills to analyse data.
Required knowledge
• commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination • methods of evaluation • OHS responsibilities and procedures for identifying hazards relevant to the business • planning processes • preparation of a business plan • principles of risk management relevant to business planning • reasons for and benefits of, business planning • relevant industry codes of practice • setting goals and objectives • types of business planning - feasibility studies; strategic, operational, financial and marketing planning.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives • identification of and planning for, OHS and duty of care responsibilities • development of risk management strategies • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including a business plan and risk management strategies • oral or written questioning to assess knowledge of OHS responsibilities and procedures for identifying hazards relevant to the business • demonstration of practical skills • review of documented business goals and objectives • review of contingency plans developed to address possible areas of non-conformance with the business plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB402A Plan small business finances • BSBSMB403A Market the small business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Business plan may include:	• business opportunities, which may be influenced by:
	  • amount and types of finance available
	  • expected financial viability
	  • skills of operator
	• details of ownership/management
	• finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
	• level of risk involved, risk assessment and management
	• market focus of the business
	• marketing requirements
	• need to raise finance and requirements of lenders
	• organisation/operational arrangements
	• proposed size and scale of the business
	• recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the business
	• resources required and available
	• sources of funding
	• specialist services and sources of advice that may be required
	• staffing
	• stages in the business development

Business goals and objectives may include:	• customer needs/marketing projections • family or community benefits

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RANGE STATEMENT	
	• financial projections • goals, objectives, plans, systems and processes • lifestyle issues • market focus of the business • proposed size and scale of the business • short-, medium- or long-term goals • social responsibility
Occupational health and safety issues must include:	• identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances • management of the organisation and operation of OHS as part of the business plan • procedures for managing hazards in the workplace (identify, assess and control) • provisions for ensuring safety of members of the public and contractors visiting the premises/worksite
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources

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RANGE STATEMENT	
	and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital
Marketing strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
Production/operations plan may include:	• customer requirements, market expectations, budgetary constraints • industrial relations climate and quality assurance considerations • means of supply and distribution • operational targets and action plan, which may include short-, medium- or long-term goals • options for production, delivery, technical and customer service and support
Staffing requirements may include:	• full-time, part-time staff, permanent, temporary or casual staff • owner/operator • sub-contractors or external advisers/consultants
Specialist services may include:	• accountants • business advisors and consultants • business brokers • contractors • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors

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RANGE STATEMENT	
	• online gateways
Relevant people may include:	• clients • family members • franchise agency • owner/operator, partners, financial backers • regulatory bodies • suppliers • trade or industry associations
Risk management strategies may include:	• breach of contract, product liability • knowledge management • measures to manage risk including professional indemnity, securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft • security systems to provide physical security of premises, plant, equipment, goods and services • security of intellectual property
Risk management strategies must include:	• OHS requirements
Contingency plan may include:	• disturbances to cash flow, supply and/or distribution • sickness or personal considerations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

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Co-requisite units

Co-requisite units		

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BSBSMB405B Monitor and manage small business operations

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0* Revised unit. Required knowledge and Range Statement changed to include environmentally sustainable practices Replaces BSBSMB405A Monitor and manage small business operations

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate a small business and to implement a business plan. The strategies involve monitoring, managing and reviewing operational procedures.

Specific legal requirements apply to the management of a small business.

Application of the Unit

This work is undertaken by individuals who operate a small business.

The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Develop o***perational strategies and procedures***	1.1 Develop an action plan to provide a clear and coherent direction, in accordance with the ***business goals and objectives*** 1.2 Identify ***occupational health and safety (OHS) and environmental issues*** and implement strategies to minimise risk factors 1.3 Develop a ***quality system*** for the business in line with industry standards, compliance requirements and cultural criteria 1.4 Develop performance measures and ***operational targets*** to conform with the business plan 1.5 Develop strategies for innovation, including the utilisation of existing, new or emerging technologies, where practicable, to optimise business performance
2. Implement operational strategies and procedures	2.1 Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction 2.2 Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan 2.3 Maintain staffing requirements, where applicable, within budget to maximise productivity 2.4 Carry out the provision of goods/services in accordance with established legal, ethical cultural and ***technical standards*** 2.5 Provide goods/services in accordance with time, cost and quality specifications, and customer requirements 2.6 Apply quality procedures to address product/service and customer requirements
3. Monitor business performance	3.1 Regularly monitor/review the achievement of operational targets to ensure optimum business performance, in accordance

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	with the business plan goals and objectives 3.2 Review systems and structures, with a view to more effectively supporting business performance 3.3 Investigate and analyse operating problems to establish causes and implement changes as required as part of the business quality system 3.4 Amend operational policies and procedures to incorporate corrective action
4. Review business operations	4.1 Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives 4.2 Clearly record proposed changes to aid future planning and evaluation 4.3 Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to develop criteria and targets for the business plan
- communication skills to question, clarify and report
- literacy skills to interpret legal requirements, company policies and procedures
- numeracy skills to manage performance information and to control the finances
- technology skills to use relevant business equipment.

Required knowledge

- methods for developing and maintaining networks
- methods for implementing operation and revenue control systems
- methods for monitoring performance and implementing improvements
- OHS responsibilities and procedures for managing hazards
- principles of risk management relevant to the business, including risk assessment
- quality system principles and methods
- relevant industry codes of practice
- relevant marketing, sales and financial concepts
- relevant performance measures

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- role of innovation
- systems to manage staff, stock, expenditure, services and customer service
- environmentally sustainable business practice and operation
- technical or specialist skills relevant to the business operation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing strategies and procedures to successfully manage the operation of the business • making appropriate adjustments to the business operations as required • knowledge of quality system principles and methods.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including operational strategies and procedures • oral or written questioning to assess knowledge of principles of risk management relevant to the business, including risk assessment • review of analysis of operating problems (establishing causes and implementing changes as required as part of the business quality system) • review of records proposing changes to the business operations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB406A Manage small business finances

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	• BSBSMB407A Manage a small team.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Operational strategies and procedures may be determined by:	• business premises (size, location, layout) • financial control systems and procedures • management and administrative systems and procedures • methods/techniques/technology • physical and natural resources • plant and equipment , including OHS requirements • premises, plant and equipment, which may be new or previously owned • purchase (sole or shared ownership) or leasing • raw materials • requirements, which may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business • technology • environmentally sustainable principles of business operation • use of existing, new and emerging technologies including e-commerce.
Business goals and objectives may include:	• customer needs/marketing projections • family or community benefits • financial projections • goals, objectives, plans, systems and processes • lifestyle issues • proposed size and scale of the business, market focus of the business • short-, medium- or long-term goals • social responsibility.
Occupational health and safety and environmental issues must include:	• controls, which may include instructions to workplace personnel concerning site hazards and controls, material safety data sheets, use of personal protective equipment,

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	vehicle access, signs and barricades, traffic control, outside contractors • establishment and maintenance of procedures for assessing and controlling risks • establishment and maintenance of procedures for identifying risks to health and safety • environmentally sustainable purchase and supply of goods and services • waste and by-products.
Quality system may include:	• manual or computer quality control systems • quality assurance/management approaches • random inspections and assessments of goods and services against predetermined standards • random inspections and assessments of processes against predetermined standards • random sampling and follow-up of customers.
Operational targets may include:	• external targets, which may relate to market share and positioning and may involve exploring new markets, building national or international trade links • internal targets, which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels • staffing level and skills mix • targets, which may be short-, medium- or long-term.
Technical standards may include:	• current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the environmental sustainability, quality, safety, efficiency or other measures to determine the activity is done effectively.

Unit Sector(s)

Management and Leadership – Small and Micro Business

Custom Content Section

Not applicable.

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BSBSMB406A Manage small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement, monitor and review strategies for the ongoing management of a small business's finances. It also includes day to day financial management of the small business. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement financial plan	1.1. Identify ***financial information*** requirements and obtain ***specialist services***, as required, to profitably operate and extend the business in accordance with the business plan 1.2. Produce financial budgets/projections, including ***cash flow*** estimates, as required for each forward period, and distribute to ***relevant people*** in accordance with legal requirements 1.3. Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet the requirements of ***financial backers*** 1.4. Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5. Develop, monitor and maintain client ***credit policies***, including contingencies for debtors in default, to maximise cash flow 1.6. Select key performance indicators to enable ongoing monitoring of financial performance 1.7. Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1. Regularly monitor and report on financial performance targets and analyse data to establish the

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ELEMENT	PERFORMANCE CRITERIA
	extent to which the ***financial plan*** has been met 2.2. Monitor marketing and operational strategies for their effects on the financial plan 2.3. Calculate and evaluate ***financial ratios*** according to own/industry benchmarks 2.4. Assess financial plan to determine whether variations or alternative plans are needed, and change as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to interpret financial data • communication skills to negotiate capital and to report on performance • literacy skills to interpret legal requirements and financial reports • numeracy skills to calculate costs, prices, profit and other financial information.
Required knowledge
The following knowledge must be assessed as part of this unit: • benchmarking • financial decision making relevant to the business • financial indicators • purpose of financial reports • preparation and interpretation of budget/actual reports • principles for preparation of balance sheets and their interpretation • principles for preparation of profit and loss statements and their interpretation • stock records/stock control relevant to the business.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development, implementation and review of strategies for the ongoing management of finance • maintenance of day-to-day financial management of the business as well as implementation of broad financial strategies • knowledge of purpose of financial reports.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including financial reports • preparation and review of financial ratios • review of cash flow projections • analysis of development, monitoring and maintenance of client credit policies • oral or written questioning to assess knowledge of principles for preparation of balance sheets and their interpretation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers

Financial information may include:	• accrual of staff leave/entitlements
	• asset management strategies which may include:
	  • owning, leasing, sharing, syndicating
	  • maintaining and deploying assets
	• asset registers
	• balance sheets
	• bookkeeping/accounting/stock/job costing records
	• business activity statements
	• business capital
	• cash book

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RANGE STATEMENT	
	• cash flow forecasts • financial budgets • financial indicators, which may be short-, medium- and/or long-term • payroll records, superannuation entitlements • profit and loss statements • ratios for profitability, liquidity/efficiency/financial structure • risk management • statements/forecasts • taxation returns including goods and services tax
Specialist services may include:	• accountants • business brokers/business consultants • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors • online gateways • providers of training in accounting software
Cash flow may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Relevant people may include:	• family members • financial backers • franchise agency • owner/operator • partners • regulatory bodies • trade or industry associations
Financial backers may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends
Credit policies may include:	• collateral • credit limits • credit references • debt collection • payment options • proof of Indigenous identity

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RANGE STATEMENT	
	• trading terms
Financial ratios may include:	• current ratio • days debtors outstanding • days stock on hand • expense percentages • gross profit percentage • liquid ratio • net profit percentage • proprietary/debt ratio • return on investment/return on total assets • staff productivity measures • stock turn rates

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB407A Manage a small team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan for the management of and to manage staff. It involves industrial relations, staff selection, staff records, induction, training, team development and career planning to enhance business operations through retaining a competent, committed and motivated team in the workplace. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop staffing plan	1.1. Determine ***staffing requirements*** to allow the business to run effectively, in accordance with the business requirements as outlined in the business plan 1.2. Identify and compare the existing skills/competencies of owner/s and staff with business requirements to identify any gaps 1.3. Develop ***policies and procedures*** for owner/s and staff, in accordance with the business plan
2. Recruit, induct, train and retain the team	2.1. Develop job/position descriptions, competencies required and selection criteria to meet the needs of the business 2.2. Judge information obtained from each candidate against specified selection criteria and decide selection in accordance with business needs and legal requirements 2.3. Induct new staff members in accordance with the policies and procedures of the business 2.4. Make team members aware of their responsibilities and performance requirements as soon as practicable and take opportunities to coach team members who

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ELEMENT	PERFORMANCE CRITERIA
	are unfamiliar with the procedures of the business 2.5. Develop and implement a ***staff development program and career paths*** based on the requirements of business and staff competencies 2.6. ***Advertise staff vacancies*** appropriately in accordance with staffing plan
3. Comply with INDUSTRIAL RELATIONS obligations	3.1. Clarify workplace rights and obligations of employers and employees, in accordance with ***legal requirements and codes of practice*** 3.2. Counsel staff, if required, in a positive and constructive manner and record outcomes accurately
4. Maintain staff records	4.1. Develop ***staff records system*** to provide timely and accurate information, in accordance with confidentiality, legal and taxation requirements 4.2. Monitor and accurately maintain the system for recording and retrieving personnel and payroll information and seek specialist advice where required
5. Manage staff	5.1. Regularly review contribution and skills of self and other team members to ensure performance is in line with agreed ***performance measures*** 5.2. Monitor and adjust staffing requirements to respond to any changes in tasks and functions required by the business 5.3. Support and encourage staff, and acknowledge and reward their contribution to the business 5.4. Regularly provide opportunities for staff to discuss work related issues 5.5. Develop ***contingency plans*** to cope with unexpected or extreme situations and take appropriate corrective action as required
6. Review team performance	6.1. Develop positive and constructive relationships with and between ***team members*** 6.2. Review and update team objectives in support of business goals on a regular basis in consultation with team members 6.3. Identify strengths and weaknesses of team against current and expected work requirements 6.4. Schedule time, on a regular basis, for team members to review work operations in order to maintain and improve operational efficiency 6.5. Encourage team members to monitor their own

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ELEMENT	PERFORMANCE CRITERIA
	performance, suggest improvements and to identify professional development needs, in accordance with personal and business requirements 6.6. Monitor and review staff turnover rate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to identify workplace skill gaps • coaching skills • communication skills to relate to staff • conflict resolution skills • literacy skills to interpret legal requirements, to compile reports and to prepare a job/position description • team building and motivation skills.
Required knowledge
• commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity (EEO), industrial relations and anti-discrimination • OHS responsibilities and procedures for managing hazards • relevant industry awards/enterprise agreements • staff development and career planning • staff counselling, grievance and disciplinary procedures • unfair dismissal legislation and procedures.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • managing a small team including staff selection, staff records, induction, training and development • developing and maintaining team performance to enhance business operations • knowledge of relevant legislative requirements affecting business operation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including staff policies and records, and contingency plans • oral or written questioning to assess knowledge of staff recruitment procedures, staff development and review programs • review of job/position descriptions and selection criteria developed • review of documentation monitoring and reviewing staff turnover rate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
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) may also be included.	
Staffing requirements may include:	• full-time, part-time, permanent, temporary or casual • number of staff • responsibilities, competencies required • self, other owners, family and/or friends • sub-contractors or external advisors/consultants • time commitment, performance expectations
Policies and procedures must include:	• complaint and grievance procedures • culturally appropriate entitlements e.g. funeral leave, national/religious days • culturally appropriate procedures e.g. how business will enact cultural requirements for relationships between owner/operator, employees and service providers • employment conditions, equal opportunity, anti-discrimination, cultural diversity • induction and training • OHS • recruitment and selection • performance measures • professional development
Staff development program and career paths may include	• attendance at courses • career planning • coaching • flexible learning • job rotation • mentoring • on-the-job training • professional development • staff exchanges • succession planning
Advertising staff vacancies may include:	• electronic (radio, television and internet) • noticeboards • print media • word-of-mouth
Industrial relations may include:	• awards and/or industrial agreements and

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RANGE STATEMENT	
	relevant industrial instruments • counselling, dismissal procedures
Legal requirements and codes of practice may include:	• award and enterprise agreements and relevant industrial instruments • commonwealth, state/territory and local government legislative requirements affecting business operation, especially in regard to OHS and environmental issues, EEO, industrial relations and anti-discrimination • relevant industry codes of practice
Staff records system must include:	• disciplinary and grievance procedures • employee records (including tax file number, remuneration, leave and training records) • job/position descriptions • OHS record • records of taxation and superannuation payments made
Performance measures may include:	• overall staff productivity • percentage of chargeable hours/days per week • performance of key people • ratio of direct workers to those who support, supervise or manage them • ratio of sales dollars per employee • staff morale, work ethic, work satisfaction
Contingency plans may include:	• accidents or emergencies • environmental issues • fluctuating workloads • OHS • unpredicted customer demand/busy periods • unpredicted staff shortages
Team members may include:	• employees, trainees/apprentices, sub-contractors or external advisers/consultants • owner/s, partners, family members

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSUS201A Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices. This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to operators/team members under supervision or guidance, who are required to follow workplace procedures and instructions, and to work in an environmentally sustainable manner. It covers: efficient resource use potential environmental hazards regulatory compliance improving environmental performance (within the scope of competency, authority and own level of responsibility). It addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify current resource use	1.1. Identify workplace ***environmental and resource efficiency issues*** 1.2. Identify resources used in own work role 1.3. Document and measure current usage of resources using ***appropriate techniques*** 1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5. Identify and report workplace environmental

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ELEMENT	PERFORMANCE CRITERIA
	hazards to appropriate personnel
2. Comply with environmental regulations	2.1. Follow workplace procedures to ensure ***compliance*** 2.2. Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1. Follow ***organisational plans*** to improve environmental practices and resource efficiency 3.2. Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3. Make ***suggestions*** for improvements to workplace practices in own work area

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to comply with all relevant legislation associated with job specifications and procedures
- communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency
- communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation
- literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use
- technology skills to select and use technology appropriate for a task.

Required knowledge

- environmental and resource hazards/risks
- environmental or sustainability legislation, regulations and codes of practice applicable to own work role
- OHS issues and requirements
- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
- terms and conditions of employment including policies and procedures, such as

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REQUIRED SKILLS AND KNOWLEDGE
daily tasks, employee and employer rights, equal opportunity.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities • accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required • developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role • identifying organisational improvements by applying efficient resource use to daily activities • knowledge of environmental and resource hazards/risks.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation • review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance • individual or team discussion about potential for increased resource efficiency within current work area • access to workplace documents, information and resources (such as compliance obligations, enterprise

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EVIDENCE GUIDE	
	plans, work responsibilities).
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques over time and in a range of situations • analysis of responses to case studies and scenarios • review of documentation measuring current resource usage • evaluation of techniques used to document and measure current usage of resources • review of identified and reported workplace environmental hazards • evidence of active participation in organisational plans to improve environmental practices and resource efficiency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN201A Contribute to workplace innovation • BSBSMB301A Investigate micro business opportunities • BSBWOR202A Organise and complete daily work activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Environmental and resource	• maximising opportunities to improve business environmental performance

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RANGE STATEMENT	
efficiency issues may include:	• minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
Appropriate techniques may include:	• examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements

Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • local government
	  • industry
	  • organisation

Organisational plans may include:	• documented policies and procedures • work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
Suggestions may include ideas that help to:	• improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate

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RANGE STATEMENT	
	• prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

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BSBSUS301A Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 2	New release of this Unit with *version 7.0 of BSB07 Business Services Training Package*. Environmental assets italicised and bolded in PC 3.6 AND identified in Range Statement.
Release 1	Initial release of this Unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines.

Application of the Unit

Application of the unit	This unit applies to those with responsibility for a specific area of work or who lead a work group or team. It addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools, such as: • identifying areas for improvement • developing plans to make improvements • implementing and monitoring improvements in environmental performance. A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation. Evidence must be strictly relevant to the

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	particular workplace role.

Licensing/Regulatory Information

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Pre-Requisites

Prerequisite units		

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	**Performance Criteria**
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Investigate current practices in relation to resource usage	1.1 Identify environmental regulations applying to the enterprise 1.2 Analyse procedures for assessing ***compliance*** with environmental/sustainability regulations 1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate

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	1.4 Collect, analyse and organise information from a range of ***sources*** to provide information/advice and tools/resources for improvement opportunities 1.5 Measure and document current resource usage of members of the work group 1.6 Analyse and document current ***purchasing strategies*** 1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1 Seek input from ***stakeholders, key personnel and specialists*** 2.2 Access external sources of information and data as required 2.3 Evaluate alternative solutions to workplace environmental issues 2.4 Set efficiency targets
3. Implement performance improvement strategies	3.1 Source and use appropriate ***techniques and tools*** to assist in achieving efficiency targets 3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3 Implement and integrate ***environmental and resource efficiency improvement plans*** for own work group with other operational activities 3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area 3.5 Seek ***suggestions*** and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate 3.6 Implement costing strategies to fully utilise ***environmental assets***
4. Monitor performance	4.1 Use and/or develop evaluation and monitoring, tools and technology 4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders 4.3 Evaluate strategies and improvement plans 4.4 Set new efficiency targets, and investigate and apply new tools and strategies 4.5 Promote successful strategies and reward participants where possible

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to analyse problems, to devise solutions and to reflect on approaches taken
- change management skills
- communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency
- communication/consultation skills to support information flow from stakeholders to the work group
- innovation skills to identify improvements, to apply knowledge about resource use to organisational activities and to develop tools
- literacy skills to comprehend documentation, to interpret environmental and energy efficiency requirements, to create tools to measure and monitor improvements and to report outcomes
- numeracy skills to analyse data on organisational resource consumption and waste product volumes
- planning and organising skills to implement environmental and energy efficiency management polices and procedures relevant to own work area
- problem-solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required
- technology skills to operate and shut down equipment; where relevant, to use software systems for recording and filing documentation to measure current usage; and to use word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information
- supervisory skills to work effectively with a team.

Required knowledge

- best practice approaches relevant to own area of responsibility and industry
- compliance requirements within work area for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures
- environmental and energy efficiency issues, systems and procedures specific to industry practice
- external benchmarks and support for particular benchmarks to be used within organisation, including approaches to improving resource use for work area and expected outcomes

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- OHS issues and requirements
- organisational structure and reporting channels and procedures
- quality assurance systems relevant to own work area
- strategies to maximise opportunities and to minimise impact relevant to own work area
- supply chain procedures
- terms and conditions of employment including policies and procedures, such as daily tasks, work area responsibilities, employee, supervisor and employer rights, equal opportunity.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of relevant compliance requirements within work area • developing plans to make improvements • planning and organising work group activities in relation to measuring current use and devising strategies to improve usage • monitoring resource use and improvements for environmental performance relative to work area and supervision • ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards • implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to a range of environment/sustainability legislation, standards, guidelines and procedural requirements relevant to specific work area, daily

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	responsibilities and supervision • access to a range of information, workplace documentation and resources such as compliance obligations, organisation plans, work supervision and responsibilities • access to reports from other parties involved in the process of identifying and implementing improvements • evidence is relevant to the particular workplace role, including work area, staff, stakeholders, equipment, systems and documentation.
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • response to case studies • review of reports of activities of work group in relation to measuring resource use and developing improvement strategies • review of work plans outlining approaches to improved practices with documented benchmarks • analysis of the way in which advice is sought and suggestions are made about improvements • observation over time and in a range of situations in relation to review of overall work area and staff, to assess and measure resource use, hazards and compliance • review of checklists to identify and assess resource usage at the beginning and end of the unit; reports on meetings around procedures and improvement processes and monitoring within the workplace; lists of environmental hazards/risks or inefficiencies or opportunities for improvements identified in the workplace • analysis of implementation of programs such as a green office program, supply chain program for purchasing sustainable products, or an environmental management framework • oral or written questioning to assess knowledge of environmental and energy efficiency issues, systems and procedures specific to industry practice.

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Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • industry
	  • organisation.

Sources may include:	• organisation specifications • regulatory sources • relevant stakeholders • resource use.
Purchasing strategies may include:	• influencing suppliers to take up environmental sustainability approaches • researching and participating in programs such as a supply chain program to purchase sustainable products.

Stakeholders, key personnel and specialists may include:	• individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of the organisation
	  • government

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	• investors • local community • other organisations • suppliers • key personnel within the organisation, and specialists outside the organisation who may have particular technical expertise.
Techniques and tools may include:	• examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions • others as appropriate to the specific industry context.

Environmental and resource efficiency improvement plans may include:	• addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits
	• applying the waste management hierarchy in the workplace
	• determining organisation's most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment
	• initiating and/or maintaining appropriate organisational procedures for operational energy consumption, including stationary energy and non-stationary (transport)
	• preventing and minimising risks, and maximising opportunities such as:
	  • improving resource/energy efficiency
	  • reducing emissions of greenhouse gases
	• reducing use of non-renewable resources
	• referencing standards, guidelines and approaches such as:
	  • ecological footprinting
	  • Energy Efficiency Opportunities Bill 2005
	  • Global Reporting Initiative
	  • green office program – a cultural change program
	  • green purchasing
	  • Greenhouse Challenge Plus (Australian government initiative)
	  • ISO 14001:1996 Environmental management systems life cycle analyses

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	• product stewardship • supply chain management • sustainability covenants/compacts • triple bottom line reporting.

Suggestions may include ideas that help to:	• prevent and minimise risks and maximise opportunities such as:
	  • usage of solar or renewable energies where appropriate
	  • reducing emissions of greenhouse gases
	  • reducing use of non-renewable resources
	  • making more efficient use of resources, energy and water
	• maximising opportunities to re-use, recycle and reclaim materials
	• identifying strategies to offset or mitigate environmental impacts:
	  • purchasing carbon credits
	  • energy conservation
	  • reducing chemical use
	  • reducing material consumption
	• expressing purchasing power through the selection of suppliers with improved environmental performance e.g. purchasing renewable energy
	• eliminating the use of hazardous and toxic materials.

Environmental assets may include:	• assets of the natural environment such as:
	  • biological assets (produced or natural)
	  • land
	  • water areas with their ecosystems
	  • subsoil, and
	  • air.

Unit Sector(s)

Unit sector	

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Competency field

Industry Capability – Sustainability

Co-requisite units

Co-requisite units		

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BSBSUS501A Develop workplace policy and procedures for sustainability

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy. This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes: • communicating with relevant stakeholders • developing and monitoring policies • reviewing and improving policies. A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and

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	procedures within an enterprise. The review of the policy after implementation will also need to be evidenced. The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop workplace sustainability policy	1.1. Define ***scope*** of sustainability policy 1.2. Gather information from a range of ***sources*** to plan and develop policy 1.3. Identify and consult ***stakeholders*** as a key component of the policy development process 1.4. Include appropriate ***strategies*** in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches 1.5. Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7. Agree to appropriate methods of implementation
2. Communicate workplace sustainability policy	2.1. Promote workplace sustainability policy, including its expected outcome to key stakeholders 2.2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned
3. Implement workplace sustainability policy	3.1. Develop and communicate procedures to help implement workplace sustainability policy 3.2. Implement strategies for continuous improvement in resource efficiency 3.3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1. Document outcomes and provide feedback to key personnel and stakeholders 4.2. Investigate successes or otherwise of policy 4.3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4. Modify policy and or procedures as required to ensure improvements are made

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy • literacy skills to read and evaluate complex and formal documents such as policy and legislation • problem skills to effectively manage different points of view and dissenting stakeholders • research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience
Required knowledge
• best practice approaches relevant to own work area • environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation • equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed • policy development processes and practices • principles, practices and available tools and techniques of sustainability management relevant to the particular industry context • quality assurance systems relevant to own organisation • relevant industry competency • relevant organisational polices, procedures and protocols • relevant systems and procedures to aid in the achievement of workplace sustainability

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements • implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators • communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders • developing and monitoring policies for analysing data on enterprise resource consumption • using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to relevant legislation/standards/guidelines • access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities) • access to reports from other parties involved in the development and implementation of policy • evidence is collected over time, involving both formative and summative assessment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate • response to case studies • review of policy developed and procedural documentation outlining the approach taken • review of implementation strategy, plans and work plans • analysis of methods used to involve stakeholders in policy development, implementation and review • analysis of inefficiencies or opportunities for improvements identified in the workplace • evaluation of participation in sustainability work practices and programs such as an environmental management framework • observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIM419A Contribute to the development and implementation of organisational policies • BSBHRM506A Manage recruitment, selection and induction processes • BSBHRM602B Manage human resources strategic planning • BSBINN502A Build and sustain an innovative work environment • BSBMGT515A Manage operational plan • BSBMGT516C Facilitate continuous improvement • BSBMGT608C Manage innovation and continuous improvement • BSBMGT616A Develop and implement strategic plans • BSBMGT617A Develop and implement a business plan • BSBRSK501A Manage risk.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Scope of workplace sustainability policy may include:	• addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
	  • ecological foot printing
	  • Energy Efficiency Opportunities Bill 2005l
	  • Global Reporting Initiative
	  • green office program
	  • green purchasing
	  • Greenhouse Challenge Plus (Australian government initiative)
	  • ISO 14001:1996 Environmental management systems life cycle analyses
	  • life cycle analyses
	  • product stewardship
	  • supply chain management
	  • sustainability covenants/compacts
	  • triple bottom line reporting
	• integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
	• investigating particular business and market context of the industry/organisation
	• meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • industry

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RANGE STATEMENT	
	• organisation • parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these.
Sources may include:	• regulatory sources • relevant personnel • organisational specifications.

Stakeholders may include:	• individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of the organisation
	  • government
	  • investors
	  • local community
	  • other organisations
	  • regulators
	  • suppliers
	• key personnel within the organisation and specialists outside the organisation who may have particular technical expertise.

Strategies may include:	• promotional activities • raising awareness among stakeholders • training staff in sustainability principles and techniques.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

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Co-requisite units

Co-requisite units		

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BSBWHS401A Implement and monitor WHS policies, procedures and programs to meet legislative requirements

Modification History

Release	Comments
Release 1	This Unit first released with *BSB07 Business Training Package version 7.0*. Replaces BSBOHS407A Monitor a safe workplace.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement and monitor the organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area in order to meet legislative requirements.

Application of the Unit

This unit applies to workers with supervisory responsibilities for implementing and monitoring the organisation's WHS policies, procedures and programs in a work area.

The unit applies to individuals with a broad knowledge of WHS policies who contribute well-developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. These workers provide supervision and guidance to others and have limited responsibility for the output of others.

NOTE: The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Provide information to the work team about WHS policies and procedures	1.1 Accurately explain to the work team, relevant provisions of ***WHS Acts, regulations and codes of practice*** 1.2 Provide information about the ***organisation's WHS policies, procedures and programs***, and ensure it is readily accessible to and understandable by the work team 1.3 Regularly provide and clearly explain to the work team, ***information*** about identified hazards and the outcomes of risk assessment and control
2. Implement and monitor participation arrangements for managing WHS	2.1 Communicate to workplace parties the importance of effective consultation mechanisms in managing health and safety risks in the workplace 2.2 Apply ***consultation procedures*** to facilitate participation of the work team in managing work area hazards 2.3 Promptly deal with issues raised through consultation, according to organisational consultation procedures and WHS legislative and regulatory requirements 2.4 Promptly record and communicate to the work team the outcomes of consultation over WHS issues
3. Implement and monitor organisational	3.1 Identify WHS training needs according to organisational requirements, and WHS legislative and regulatory requirements

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procedures for providing WHS training	3.2 Make arrangements to meet WHS training needs of team members in consultation with relevant individuals 3.3 Provide workplace learning opportunities, and coaching and mentoring assistance, to facilitate team and individual achievement of identified WHS training needs 3.4 Identify and report to management the costs associated with providing training for work team, for inclusion in financial and management plans
4. Implement and monitor organisational procedures and legal requirements for identifying hazards and assessing and controlling risks	4.1 Identify and report on hazards in work area according to WHS policies and procedures, and WHS legislative and regulatory requirements 4.2 Promptly action team member hazard reports according to organisational procedures and WHS legislative and regulatory requirements 4.3 Implement ***procedures to control risks*** using the hierarchy of control, according to organisational and WHS legislative requirements 4.4 Identify and report inadequacies in existing risk controls according to hierarchy of control and WHS legislative requirements 4.5 Monitor outcomes of reports on inadequacies, where appropriate, to ensure a prompt organisational response
5. Implement and monitor organisational procedures for maintaining WHS records for the team	5.1 Accurately complete and maintain ***WHS records*** of incidents of occupational injury and disease in work area, according to WHS policies, procedures and legislative requirements 5.2 Use aggregate information and data from work area records to identify hazards and monitor risk control procedures in work area

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem solving skills to:
  - identify hazards
  - assess risks in the work area

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  - review information relating to monitoring and evaluating incidents, and the effectiveness of risk controls
- coaching and mentoring skills to provide support to colleagues
- literacy skills to understand and interpret documentation, and to interpret WHS requirements.

Required knowledge

- hazards and associated risks in the workplace
- key provisions of relevant WHS Acts, regulations and codes of practice that apply to the business
- organisational policies and procedures relating to hazard management, fire, emergency, evacuation, incident investigation and reporting
- relevance of consultation and participation as key mechanisms for improving WHS and culture
- WHS legislative responsibilities, duties and obligations of managers, supervisors, persons conducting businesses or undertakings (PCBUs) or their officers, and workers in the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying organisational WHS management systems and procedures in the work team area • applying procedures for assessing and controlling risks to health and safety associated with those hazards, according to the hierarchy of control and as specified in commonwealth and state or territory WHS Acts, regulations and codes of practice • providing specific, clear and accurate information and advice on workplace hazards to work team • knowledge of legal responsibilities of managers, supervisors, PCBUs or their officers and workers in the workplace.
Context of and specific resources	Assessment must ensure access to:

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for assessment	• an actual workplace or simulated environment • office equipment and resources • examples of documentation relating to hazards in the workplace • examples of documents relating to workplace safety, hazard identification and risk assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate • review of records communicating the outcomes of consultation over WHS issues to the work team • analysis of responses to case studies and scenarios • review of reports to management on the costs associated with providing training for the work team • oral or written questioning to assess knowledge of workplace safety and hazards • examples of risk assessments • evaluation of actioning of team member hazard reports • review of WHS records of occupational injury and disease incidents in work area.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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WHS Acts, regulations and codes of practice may include:	• applicable commonwealth and state or territory WHS Acts, regulations and codes of practice
	• common law duties to meet general duty of care requirements
	• duty holders, as specified in WHS Acts:
	  • PCBUs or their officers
	  • workers
	  • other persons at a workplace
	• WHS legislative and regulatory requirements for effective management of hazards
	• WHS legislative and regulatory requirements for establishing consultation arrangements, including those for health and safety representatives and health and safety committees
	• WHS legislative and regulatory requirements for providing information and training, including:
	  • training in safe operating procedures
	  • procedures for workplace hazards
	  • hazard identification
	  • risk assessment and risk control
	  • emergency and evacuation procedures
	• WHS legislative, regulatory and other requirements for the maintenance and confidentiality of records of occupational injury and disease.

Organisation's WHS policies, procedures and programs may address:	• acquisition, use, storage and disposal of hazardous chemicals • alcohol and other drug intoxication • consultation arrangements for workers in work area • emergency and evacuation procedures • family-friendly environment • first aid provision and medical treatment • hazard reporting procedures • incident investigation • life–work balance strategies • maintenance and use of plant and equipment • procedures for hazard identification • procedures for risk assessment, and selection and implementation of risk controls • purchasing policy and procedures • requirements of applicable commonwealth and state or territory WHS Acts, regulations and codes of practice • safe operating procedures and instructions

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	• site access and egress • transport and storage of dangerous goods • use and care of personal protective equipment • WHS arrangements for on-site contractors and subcontractors, visitors and members of the public • WHS audits and inspections.
Information may result from:	• examining commonwealth and state or territory WHS Acts, regulations and codes of practice • checking equipment before and during work • consulting work team members through daily informal worker consultation and regular formal meetings • housekeeping • reviewing health and safety records, including hazard reports, hazardous substances and dangerous goods registers, and injury records • WHS audits and review of audit reports • workplace inspections in area of responsibility.
Consultation procedures may include:	• attendance of health and safety representatives at management and WHS planning meetings • early response to worker suggestions, requests, reports and concerns put forward to management • election of health and safety representatives according to legislative requirements • formal and informal meetings • health and safety committees • individual performance management processes • other committees, for example planning and purchasing • requirements as specified in commonwealth and state or territory WHS Acts, regulations and codes of practice.

Procedures to control risks may include:	• as specified in commonwealth and state or territory WHS Acts, regulations and codes of practice
	• consultation with workers and their representatives
	• redesign of job, process or workplace, for example:
	  • introducing mechanical handling equipment
	  • raising or lowering work platforms
	  • rearranging material flow, timing and/or scheduling
	• removing the cause of a risk at its source (eliminating the hazard), for example removing stored goods permanently from emergency exit

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	passageways • selecting controls according to the hierarchy of risk control, for example working through the hierarchy from the most effective to least effective control.

WHS records may include:	• any record of alcohol or drug use
	• as specified in commonwealth and state or territory WHS Acts, regulations and codes of practice
	• audit and inspection reports
	• consultation, for example:
	  • meetings of health and safety committees
	  • work team meeting agendas, including WHS items and actions
	• first aid/medical post records
	• hazardous chemicals registers
	• induction, instruction and training
	• manufacturer and supplier information, including dangerous goods storage lists
	• plant and equipment maintenance and testing reports
	• workers' compensation and rehabilitation records
	• workplace environmental monitoring records.

Unit Sector(s)

Regulation, Licensing and Risk – Work Health and Safety

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BSBWOR204A Use business technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who use business technology to perform a range of routine tasks. They use a limited range of practical skills and fundamental knowledge of equipment use and the organisation of data or files in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select and use technology	1.1. Select appropriate ***technology*** and ***software applications*** to achieve the requirements of the task 1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.3. Use technology according to ***organisational requirements*** and in a way which promotes a safe work environment
2. Process and organise data	2.1. Identify, open, generate or amend files and records according to task and organisational requirements 2.2. Operate ***input devices*** according to organisational requirements 2.3. ***Store data*** appropriately and exit applications without damage to or loss of, data 2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications
3. Maintain technology	3.1. Identify and replace used ***technology consumables*** in accordance with manufacturer's instructions and organisational requirements 3.2. Carry out and/or arrange ***routine maintenance*** to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
	3.3. ***Identify equipment faults*** accurately and take action in accordance with manufacturer's instructions or report fault to designated person

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions • communication skills to request advice, to receive feedback and to work with a team • problem-solving skills to solve routine technology problems.
Required knowledge

• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  • anti-discrimination legislation
• ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety (OHS)
• organisational policies, plans and procedures, especially in regard to file-naming and storage conventions
• organisational IT procedures including back-up and virus protection procedures
• basic technical terminology in relation to reading help-files and manuals.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of files and data for storage • manuals and training booklets for equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of office equipment • evaluation of maintaining technology.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • IT use units • other industry capability units.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Technology may include:	• computer technology, such as laptops and personal computers • digital cameras • modems • printers • scanners • zip drives • photocopiers • shredders • binders • laminators • cutters
Software applications may include:	• email, internet • word processing, spreadsheet, database, accounting or presentation packages
Organisational requirements may include:	• correctly identifying and opening files • legal and organisation policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data
Input devices may include:	• keyboard • mouse • numerical key pad • scanner
Storage of data may include:	• appropriate storage/filing of hard copies of computer generated documents • storage in directories and sub-directories • storage on CD-ROMs, hard and floppy disk drives or back-up systems
Technology consumables may include:	• back-up tapes • CD-ROM • floppy disks

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RANGE STATEMENT	
	• print heads • printer ribbons and cartridges • toner cartridges • zip disks
Routine maintenance may include:	• in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician • regular checking of equipment • replacing consumables
Identifying equipment faults may include:	• checking repairs have been carried out • encouraging feedback from work colleagues • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWOR301B Organise personal work priorities and development

Modification History

Release	Comments
Release 1	This version first released with *BSB07 Business Training Package version 6.0* Revised unit. Performance criteria and required skills updated to focus on learning and development practices, KPIs and compliance with policy and procedures. Replaces BSBWOR301A Organise personal work priorities and development

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance, and to maintain required levels of competence. Operators may exercise discretion and judgement using appropriate theoretical knowledge of work scheduling and performance improvement to provide technical advice and support to a team.

Application of the Unit

This unit applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Organise and complete own work schedule	1.1 Ensure that ***work goals, objectives*** or ***KPIs*** are understood, negotiated and agreed in accordance with ***organisational requirements***
	1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes
	1.3 Identify ***factors affecting the achievement of work objectives*** and incorporate contingencies into work plans
	1.4 Use ***business technology*** efficiently and effectively to manage and monitor scheduling and completion of tasks
2. Monitor own work performance	2.1 Accurately monitor and adjust personal work performance through self-assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs
	2.2 Ensure that ***feedback on performance*** is actively sought and evaluated from colleagues and clients in the context of individual and group requirements
	2.3 Routinely identify and report on variations in the quality of and ***products and services*** according to organisational requirements
	2.4 Identify ***signs of stress*** and effects on ***personal wellbeing***
	2.5 Identify ***sources of stress*** and access appropriate ***supports and resolution strategies***
3. Coordinate personal skill development and learning	3.1 Identify personal learning and professional development needs and skill gaps using self-assessment and advice from colleagues and clients in relation to role and organisational requirements
	3.2 Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel
	3.3 Access, complete and record ***professional development***

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	opportunities to facilitate continuous learning and career development 3.4 Incorporate formal and informal feedback into review of further learning needs

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to give and receive constructive feedback relating to development needs
- literacy skills to read and understand the organisation's procedures
- planning skills to organise work priorities according to work goals and objectives
- problem-solving skills to solve routine problems
- self-management skills to:
  - comply with policies and procedures
  - consistently evaluate and monitor own performance
  - seek learning opportunities.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
- organisational policies, plans and procedures
- methods to elicit, analyse and interpret feedback
- principles and techniques of goal setting, measuring performance, time management and personal assessment
- competency standards and how to interpret them in relation to self
- methods to identify and prioritise personal learning needs.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparing work plans • scheduling and prioritising work objectives and tasks • knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of work schedules and performance improvement plans.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of self-assessment documentation outlining learning and development needs • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of methods to identify and prioritise personal learning needs • evaluation of planning for personal skill development activities and professional development opportunities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Work goals and objectives may include:	• budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation.
KPIs may include:	• key performance indicators on customer satisfaction • key performance indicators on customer effort • monitoring time taken to answer calls • operating within reporting protocols • score tools such as net promoter • understanding metrics.
Organisational requirements may include:	• access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals.
Factors affecting the achievement of work objectives may include:	• budget constraints • competing work demands • environmental factors such as time, weather • resource and materials availability • technology/equipment breakdowns • unforeseen incidents • workplace hazards, risks and controls.
Business technology may include:	• computer applications • computers • email

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	• facsimile machines • internet/extranet/intranet • modems • personal schedulers • photocopiers • printers • scanners.
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery.
Products and services may include:	• either products or services • goods • ideas • infrastructure • private or public sets of benefits.
Signs of stress may include:	• absence from work • alcohol or other substance abuse • conflict • poor work performance.
Personal wellbeing may include:	• cultural • emotional • social • spiritual.
Sources of stress may include:	• complex tasks • cultural issues • work and family conflict • workloads.
Supports and resolution strategies may include:	• awareness raising • counselling • employee assistance programs (EAP) • family support • group activities • job design • mediation • sharing load • time off • training.
Professional development	• career planning/development

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opportunities may include:	• coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • quality assurance assessments and recommendations • recognition of current competence/skills recognition • work experience/exchange/opportunities • workplace skills assessment.

Unit Sector(s)

Industry Capability – Workplace Effectiveness

Custom Content Section

Not applicable.

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BSBWOR401A Establish effective workplace relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to collect, analyse and communicate information and to use that information to develop and maintain effective working relationships and networks, with particular regard to communication and representation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers play an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs and outcomes. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and team members. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Collect, analyse and communicate information and ideas	1.1. Collect relevant ***information*** from appropriate sources and analyse and share with the work team to improve work performance 1.2. Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the audience and any specific needs 1.3. Implement ***consultation processes*** to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes 1.4. Seek and value contributions from internal and external sources in developing and refining new ideas and approaches

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Implement ***processes*** to ensure that issues raised are resolved promptly or referred to ***relevant personnel*** as required
2. Develop trust and confidence	2.1. Treat all internal and external contacts with integrity, respect and empathy 2.2. Use the ***organisation's social***, ***ethical and business standards*** to develop and maintain effective relationships 2.3. Gain and maintain the trust and confidence of ***colleagues***, ***customers and suppliers*** through competent performance 2.4. Adjust interpersonal styles and methods to meet organisation's social and cultural environment 2.5. Encourage other members of the work team to follow examples set, according to ***organisation's policies and procedures***
3. Develop and maintain networks and relationships	3.1. Use ***networks*** to identify and build relationships 3.2. Use networks and other work relationships to provide identifiable benefits for the team and organisation
4. Manage difficulties into positive outcomes	4.1. Identify and analyse difficulties, and take action to rectify the situation within the requirements of the organisation and relevant legislation 4.2. Guide and support colleagues to resolve work difficulties 4.3. Regularly review and improve ***workplace outcomes*** in consultation with relevant personnel 4.4. Manage ***poor work performance*** within the organisation's processes 4.5. Manage conflict constructively within the organisation's processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• coaching and mentoring skills to provide support to colleagues

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REQUIRED SKILLS AND KNOWLEDGE

• literacy skills to research, analyse, interpret and report information
• relationship management and communication skills to:
  • deal with people openly and fairly
  • forge effective relationships with internal and/or external people, and to develop and maintain these networks
  • gain the trust and confidence of colleagues
  • respond to unexpected demands from a range of people
  • use supportive and consultative processes effectively.

Required knowledge

• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS), and environmental issues, equal opportunity, industrial relations and anti-discrimination
• theory associated with managing work relationships to achieve planned outcomes:
  • developing trust and confidence
  • maintaining consistent behaviour in work relationships
  • understanding the cultural and social environment
  • identifying and assessing interpersonal styles
  • establishing, building and maintaining networks
  • identifying and resolving problems
  • resolving conflict
  • managing poor work performance
  • monitoring, analysing and introducing ways to improve work relationships.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • range of methods and techniques for communicating information and ideas to a range of stakeholders • range of methods and techniques for developing positive work relationships that build trust and

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EVIDENCE GUIDE	
	confidence in the team • accessing and analysing information to achieve planned outcomes • techniques for resolving problems and conflicts and dealing with poor performance • knowledge of the theory associated with managing work relationships to achieve planned outcomes.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • demonstration of techniques in managing poor performance and communicating effectively • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of relevant legislation • review of consultation processesimplemented to encourage employees to contribute to issues related to their work • review of documentation outlining reviewing ofworkplace outcomes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Information may include:	• data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as:
	  • archived, filed and historical background data
	  • individual and team performance data
	  • marketing and customer related data
	  • planning and organisational documents including the outcomes of continuous improvement and quality assurance
	  • policies and procedures

Consultation processes may include:	• feedback to the work team and relevant personnel in relation to outcomes of the consultation process • opportunities for all employees to contribute to ideas and information about organisational issues
Processes to ensure that issues raised are resolved promptly or referred may include:	• conducting informal meetings • coordinating surveys or questionnaires • distributing newsletters or reports • exchanging informal dialogue with relevant personnel • participating in planned organisational activities
Relevant personnel may include:	• managers • OHS committee and other people with specialist responsibilities • other employees • supervisors • union representatives/groups
Organisation's social, ***ethical and business standards*** may refer to:	• implied standards such as honesty and respect relative to the organisational culture and generally accepted within the wider community • rewards and recognition for high performing staff

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RANGE STATEMENT	

	• standards expressed in legislation and regulations such as anti-discrimination legislation
	• written standards such as those expressed in:
	  • code of workplace conduct/behaviour
	  • dress code
	  • policies
	  • statement of workplace values
	  • vision and mission statements

Colleagues, customers and suppliers may include:	• both internal and external contacts • employees at the same level and more senior managers • people from a wide variety of social, cultural and ethnic backgrounds • team members
Organisation's policies and procedures may refer to:	• Materials Safety Data Sheets • organisational tasks and activities undertaken to meet performance outcomes • sets of accepted actions approved by the organisation • Standard Operating Procedures
Networks may be:	• established structures or unstructured arrangements and may include business or professional associations • informal or formal and with individuals or groups • internal and/or external
Workplace outcomes may include:	• OHS processes and procedures • performance of the work team
Poor work performance may refer to:	• individual team members • organisation as a whole • self • whole work team

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWOR402A Promote team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion. They provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Plan to achieve team outcomes	1.1. Identify, establish and document ***team purpose***, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** in ***consultation*** with team members 1.2. Support team members in meeting expected outcomes
2. Develop team cohesion	2.1. Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2. Encourage and support team members to take ***responsibility for own work*** and to assist each other in undertaking required roles and responsibilities 2.3. Provide ***feedback*** to team members to encourage, value and reward individual and team efforts and contributions 2.4. Recognise and address issues, concerns and problems identified by team members or refer to ***relevant persons*** as required

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ELEMENT	PERFORMANCE CRITERIA
3. Participate in and facilitate work team	3.1. Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2. Give the team support to identify and resolve problems which impede its performance 3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1. Maintain open ***communication*** with ***line manager***/***management*** at all times 4.2. Communicate information from line manager/management to the team 4.3. Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4. Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - boost team morale
  - deal with team conflict
  - deliver messages from management
  - facilitate discussion
  - mentor and coach
- leadership skills
- planning and organising skills.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• organisational goals, objectives and plans
• organisational policy and procedures framework
• organisational structure, including organisational chart
• principles and techniques associated with:
  • delegation and work allocation
  • goal setting
  • group dynamics and processes
  • individual behaviour and difference
  • leadership
  • motivation
  • negotiation
  • planning.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • teamwork plan with details of how it was generated and how it will be monitored so that team goals can be met • techniques in communicating information, dealing with team conflict and resolving issues • knowledge of organisational goals, objectives and plans.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in working with team dynamics • observation of performance in role plays • oral or written questioning to assess knowledge of principles and techniques associated with group dynamics and processes • evaluation of opportunities provided for input of team members into planning, decision making and operational aspects of work team • review of feedback provided to team members • review of teamwork plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Team purpose, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** may include:	• action plans, business plans and operational plans linked to strategic plans • expected outcomes and outputs • goals for individuals and the work team • individual and team performance plans and key performance indicators • occupational health and safety (OHS) responsibilities
Consultation may include:	• attending meetings, interviews, brainstorming sessions

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RANGE STATEMENT	
	• using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness • using mechanisms to provide feedback to the work team in relation to consultation outcomes
Responsibility for own work may involve:	• individual and joint actions • individuals and teams
Feedback may refer to:	• formal/informal gatherings between team members where there is communication on work related matters • informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours
Relevant persons may include:	• colleagues • direct superior or other management representatives • OHS committees and other people with specialist responsibilities
Communication may include:	• face-to-face • formal/informal interaction • verbal, written or electronic communication
Line manager*/*management may refer to:	• direct superior or other management representatives

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

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Co-requisite units

Co-requisite units		

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BSBWOR404B Develop work priorities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan one's own work schedules, to monitor and to obtain feedback on work performance and development. It also addresses the requirement to take responsibility for one's own career planning and professional development. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who are required to design their own work schedules and work plans, and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and complete own work schedule	1.1. Prepare ***Workgroup*** plans which reflect consideration of resources, client needs and workgroup targets 1.2. Analyse and incorporate ***Work objectives*** and priorities into personal schedules and responsibilities 1.3. Identify ***Factors affecting the achievement of work objectives*** and establish contingencies and incorporate them into work plans 1.4. Efficiently and effectively use ***Business technology*** to manage and monitor planning completion and scheduling of tasks
2. Monitor own work performance	2.1. Identify and analysed personal performance through self-assessment and feedback from others on the achievement of work objectives 2.2. Seek and evaluate ***Feedback on performance*** from colleagues and clients in the context of individual and group requirements 2.3. Routinely identify and report on variations in the quality of service and performance in accordance with organisational requirements
3. Coordinate	3.1. Assess personal knowledge and skills against

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ELEMENT	PERFORMANCE CRITERIA
professional development	organisational benchmarks to determine development needs and priorities 3.2. Research and identify sources and plan for opportunities for improvement in consultation with colleagues 3.3. Use ***Feedback*** to identify and develop ways to improve competence within available opportunities 3.4. Identify, access and complete ***professional development activities*** to assist career development 3.5. Store and maintain records and documents relating to achievements and assessments in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- learning skills to recognise and develop new and necessary skills and knowledge
- literacy skills to understand the organisation's policies, procedures and communications, to write personal work plans and professional development plans, and to request and receive feedback about performance
- organising skills to prioritise, manage time and meet deadlines
- problem solving skills to develop contingency plans

Required knowledge

- knowledge of relevant business technology applications to schedule tasks and plan work
- knowledge of techniques to prepare personal plans and establish priorities
- methods to identify and prioritise personal learning needs
- understanding of a range of professional development options
- understanding of methods to elicit, analyse and interpret feedback
- understanding of methods to evaluate own performance

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • preparing and communicating own work plan • scheduling work objectives and tasks to support the achievement of goals • seeking and acting on feedback from clients and colleagues • reviewing own work performance against achievements through self-assessment • accessing learning opportunities to extend own personal work competencies • using business technology to monitor self development.
Context of and specific resources for assessment	Assessment must ensure: • the learner and trainer should have access to appropriate documentation and resources normally used in the workplace
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • review of work and professional development plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • Other units from the Certificate IV in Frontline Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Workgroup plans may include:	• budgetary plans • production plans • reporting plans • sales plans • team and individual learning goals • team participation • work schedules
Work objectives may include:	• budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation
Factors affecting the achievement of work objectives may include:	• budget constraints • competing work demands • environmental factors such as time, weather, etc • personnel • resource and materials availability • technology/equipment breakdowns • unforeseen incidents
Business technology may include:	• computer applications • computers • email and internet/intranet/extranet • facsimile machines • modems • personal schedules • photocopiers • printers • scanners
Feedback on performance may include:	• formal/informal performance appraisals • obtaining comments from clients • obtaining comments from supervisors and

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RANGE STATEMENT	
	colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Professional development activities may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • Recognition of Prior Learning • work experience/exchange/opportunities • workplace skills assessment

Unit Sector(s)

Unit sector	

ELEMENT	PERFORMANCE CRITERIA

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBWOR501B Manage personal work priorities and professional development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers and focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish personal work goals	1.1. Serve as a positive role model in the workplace through personal work planning and organisation 1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and ***own responsibilities and accountabilities*** 1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies
2. Set and meet own work priorities	2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2. Use ***technology*** efficiently and effectively to manage work priorities and commitments 2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1. Assess personal knowledge and skills against ***competency standards*** to determine development needs, priorities and plans 3.2. Seek feedback from employees, ***clients and colleagues*** and use this feedback to identify and

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ELEMENT	PERFORMANCE CRITERIA
	develop ways to improve competence 3.3. Identify, evaluate, select and use ***development opportunities*** suitable to personal learning style/s to develop competence 3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships 3.5. Identify and develop new skills to achieve and maintain a competitive edge

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to receive, analyse and report on feedback • literacy skills to interpret written and verbal information about workplace requirements • organisational skills to set and achieve priorities.
Required knowledge

• principles and techniques involved in the management and organisation of:
  • performance measurement
  • personal behaviour, self-awareness and personality traits identification
  • personal development plan
  • personal goal setting
  • time management
• management development opportunities and options for self
• organisation's policies, plans and procedures
• types of learning style/s and how they relate to the individual
• types of work methods and practices that can improve personal performance.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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EVIDENCE GUIDE	
performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed • personal development plan, with career objectives and an action plan
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to asses knowledge of work methods and practices that can improve personal performance • review of personal work goals, plans and activities • evaluation of work-life balance • review of documentation assessing personal knowledge and skills against competency standards.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Own responsibilities and accountabilities may include:	• expectations of workplace performance as expressed in a performance plan • outputs as expressed in position descriptions or duty statements • statement of conduct outlining an individual's responsibilities/actions/performance
Technology may include:	• computerised systems and software, databases, project management and word processing • electronic diary • personal digital assistant (PDA)
Competency standards may include:	• enterprise-specific units of competency consistent with work requirements • nationally endorsed units of competency consistent with work requirements
Clients and colleagues may be:	• colleagues at the same level and more senior managers • internal or external customers • people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Development opportunities may include:	• action learning • coaching • exchange/rotation • induction • mentoring • shadowing • structured training programs

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBWRK509A Manage industrial relations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage industrial relations matters within an organisation, with day to day involvement. It includes strategic planning and policy development for industrial relations as well as negotiation, conflict management and dispute resolution. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals with a well established, sound theoretical knowledge base in human resources management and industrial relations who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and/or the work of a team. They may or may not have responsibility for supervising the work of others but are authorised to oversee industrial relations in the organisation. However they will have knowledge of current industrial relations trends and legislation. The unit addresses staff who have responsibility for working across the organisation to ensure that there is a policy infrastructure which ensures legislative compliance and clarifies issues. It also addresses the requirement for responding to industrial conflict and grievances.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Develop industrial relations strategies/policies	1.1. Analyse strategic plans and operational plans to determine ***long-term industrial relations objectives*** 1.2. Analyse existing industrial relations performance in relation to strategic industrial relations objectives 1.3. Evaluate options in terms of ***cost benefit***, ***risk analysis*** and current legislative requirements 1.4. Establish industrial relations strategies/policies within the management team 1.5. Identify the knowledge and skills needed by management and the workforce to effectively implement these strategies/policies
2. Implement industrial	2.1. Develop an ***implementation plan*** and contingency

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ELEMENT	PERFORMANCE CRITERIA
relations strategies/policies and plans	plan for the industrial relations strategies/policies 2.2. Make arrangements for training and development in accordance with identified needs, to support the industrial relations plan 2.3. Undertake ***associated industrial relations activities*** to agree to changes required by policies or implementation plan 2.4. Ensure procedures for addressing grievances and conflict are properly documented 2.5. Communicate key issues about procedures for addressing grievances and conflict
3. Manage negotiations, conflict and disputes	3.1. Train individuals in ***conflict management techniques/procedures*** 3.2. Identify and where possible alleviate or eliminate, sources of conflict or grievance in accordance with legal requirements 3.3. Check documentation and other information sources to clarify issues in dispute 3.4. Obtain expert or specialist advice and/or refer to precedents, if required 3.5. Determine desired negotiation outcomes, negotiation strategy and negotiation timeframes 3.6. Advocate the organisation's position in negotiation to obtain agreement 3.7. Document and if necessary, ***certify*** the agreed outcomes with the relevant jurisdiction 3.8. Implement agreements 3.9. Take remedial action where groups or individuals fail to abide by agreements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to advocate, consult, negotiate and mediate conflict • innovation and problem-solving skills to manage sensitive and important issues • planning and time management skills to meet critical deadlines, to sequence tasks,

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REQUIRED SKILLS AND KNOWLEDGE
to prepare submissions and to present cases.
Required knowledge
• enterprise and workplace bargaining processes • key entities in the Australian industrial relations system, including courts and tribunals, trade unions, employer bodies • relevant industrial, occupational health and safety, equal opportunity and anti-discrimination legislation in both the Commonwealth and state jurisdictions.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • demonstrated understanding of contemporary industrial issues and legislation • documented strategies and procedures for dealing with grievances and disputes • performance of negotiation/conflict resolution techniques • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports on industrial issues • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques in negotiation and case presentation

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EVIDENCE GUIDE	
	• observation of presentations • oral or written questioning to assess knowledge of industrial relations legislation • review of documentation outlining long-term industrial relations objectives • review of implementation plan and contingency plan • evaluation of documentation communicating key issues about procedures for addressing grievances and conflict.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Human Resource Management.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Long-term industrial relations objectives may relate to:	• effective management of grievances, conflict situations and dispute resolution procedures • employee commitment • employee satisfaction • job design • negotiation outcomes • organisational culture • relations with unions or other peak bodies • restructuring • salary, remuneration, benefits or bonuses • workforce planning • workplace reform
Cost benefit means:	• calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and

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RANGE STATEMENT	
	risks in taking that action
Risk analysis means:	• determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Implementation plan may include:	• documented objectives, methodology and timeframe • project plan
Associated industrial relations activities may include:	• clarification of terms and conditions of employment of those persons affected • consultation with employee representatives including unions and elected staff representatives • ensuring the legality of proposed strategies, policies and initiatives • referring to employer representatives for advice and support
Conflict management techniques*/*procedures may include:	• controlling difficult situations using legal remedies • dispute resolution procedures • negotiating/bargaining
Certify refers to:	• Australian Workplace Agreements • workplace collective agreements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Workplace Relations

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Co-requisite units

Co-requisite units		

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BSBWRT401A Write complex documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan documents	1.1. Determine the ***purposes*** of documents 1.2. Choose ***appropriate formats*** for documents 1.3. Establish ***means of communication*** 1.4. Determine ***requirements of documents*** 1.5. Determine ***categories and logical sequences of data***, ***information and knowledge*** to achieve document objectives 1.6. Develop overview of structure and content of documents
2. Draft text	2.1. Review and organise available data, information and knowledge according to proposed structure and content 2.2. Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives 2.3. Include graphics as appropriate 2.4. Identify gaps in required data and information, and collect additional material from ***relevant enterprise personnel*** 2.5. Draft text according to document requirements and genre 2.6. Use language appropriate to the audience

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ELEMENT	PERFORMANCE CRITERIA
3. Prepare final text	3.1. Review draft text to ensure document objectives are achieved and requirements are met 3.2. Check grammar, spelling and style for accuracy and punctuation 3.3. Ensure draft text is approved by ***relevant*** enterprise personnel 3.4. Process text amendments as required
4. Produce document	4.1. Choose basic ***design elements*** for documents appropriate to audience and purpose 4.2. Use word processing software to apply basic design elements to text 4.3. Check documents to ensure all requirements are met

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to clarify requirements of documents
- literacy skills to edit and proofread documents; to create documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure
- numeracy skills to collate and present data, graphs and annotated references
- problem-solving skills to use processes flexibly and interchangeably.

Required knowledge

- enterprise style guide/house style
- formatting styles and their impact on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and resource conservation techniques
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • production of documents • editing draft text to ensure accuracy and clarity of information • knowledge of enterprise style guide/house style.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • examples of documents and style guides.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of structure and content of documents • review of draft documents • review of final documents • demonstration of techniques • oral or written questioning to assess knowledge of word processing software functions.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBITU401A Design and develop complex text documents.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Purposes of documents may include:	• conveying research findings • documenting policies, procedures and processes • influencing attitudes, opinions, beliefs • meeting legal requirements • meeting other data, information or knowledge needs of an audience • proposing recommendations, options and actions
Appropriate formats for documents may include:	• detailed business letters • emails • instructions and procedures • manuals • publications, leaflets, brochures • reports • speeches and presentations • submissions tender documentation and public notices • website text
Means of communication may include:	• software packages such as MS Word, MS Excel, MS PageMaker, MS PowerPoint and templates
Requirements of documents may include:	• compliance with genre • compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting • file types and sizes for online documents • languages other than English requirements • legal or traditional requirements for the particular document format • organisational policy, procedures and guidelines applying to writing documents, including house style • point numbering systems • requirements for illustrations, photographs, graphs, charts, maps and other illustrative material

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RANGE STATEMENT	
	to explain texts • standards for references, footnotes, citations, acknowledgements • time lines, including deadlines • word length • writing styles, including simplicity of English and use of technical language
Categories and logical sequences of data, information and knowledge may include:	• arguments and rebuttals • categories and sequences traditionally used for the particular type of document being prepared • chronological, alphabetical or operating sequences • facts, observations, conclusions and recommendations • illustrative case studies and other examples • linking and summary statements • recommendations and supporting arguments
Relevant enterprise personnel may include:	• colleagues/staff in own workÂ section/ teamÂ members • consultative committees • internal providers of specialist expertise • managers/leaders/coordinators/supervisors • owners • staff in relevant work sections
Design elements may include:	• capitals and underlining • fonts • headings • illustrations, photographs and other illustrative material for design purposes • justification and alignment • lists and tables • logos, branding, organisational identity requirements • margins and paragraph indentation • page shape • page size • templates • use and amount of colour • use and amount of white space

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Writing

Co-requisite units

Co-requisite units		

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CHCCD404E Develop and implement community programs

Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCD404D Develop and implement community programs	CHCCD404E Develop and implement community programs	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Formatting and grammatical corrections. No change to competency outcome.

Unit Descriptor

Descriptor This unit describes the knowledge and skills required to develop community programs to ensure maximum participation

Application of the Unit

Application This unit is intended for application within a community work or community development work context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop program parameters	1.1 Analyse issues of wide community concern to develop an agency position and to ascertain the need for new program /s 1.2 Undertake appropriate work to ascertain support, capacity for a coordinated effort and factors which will effect provision of services 1.3 Undertake research to identify key people, issues to be addressed, possible *strategies and options for action* 1.4 Undertake appropriate planning and liaison including developing concept plans in consultation with relevant communities and *stakeholders*
2. Design programs with the *community*	2.1 Develop a program plan which reflects identified parameters and incorporates an *evaluation of a range of program options* 2.2 Undertake consultation to determine preferred program options particularly in areas of high need or with targeted communities 2.3 Seek help from participating agencies for implementation arrangements 2.4 Identify and seek *resources*
3. Implement programs	3.1 Where appropriate, conduct and evaluate pilots and make adjustments to ensure the program achieves its objectives 3.2 Implement programs in accordance with the development plan 3.3 Develop and implement *promotion and marketing*

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ELEMENT	PERFORMANCE CRITERIA
	strategies
	3.4 Develop and maintain systems and resources for administrative support of *community programs*
	3.5 Encourage target group to participate fully in the program
4. Evaluate programs	4.1 Evaluate program design and outcomes according to criteria and specifications identified in the program plan
	4.2 Use results of evaluation for revision and ongoing development
	4.3 Involve interested and/or relevant people in program evaluation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- The cultures, concerns, beliefs and aspirations of the community in question
- The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the worker
- The impact of cultural and community attitudes within that community
- The implications of differences in attitudes and values
- Community development as a social change strategy
- Decision-making structures and processes at organisation, community, regional and system level
- Relevant legislation and public policies

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REQUIRED SKILLS AND KNOWLEDGE

- Social, community and youth issues
- Nature of community development work
- Definitions of community
- 'Community' as ideological tool
- Personal values and community development
- Emergence of community development
- Contemporary community development practice
- Social movements
- Sociology
- Social theories
- Social inequality
- Sociology of class
- Sociology of gender
- Contemporary economics and politics and their impact on community development

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Demonstrate effective management of community programs through the application of current accepted best practice

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Undertake research and consultation
- Apply a range of community development approaches
- Coordinate people, processes and information
- Analyse data, information and relationships
- Provide support to a diverse range of people/organisations
- Analyse complex issues
- Work with and through community leaders
- Demonstrate application of skills in:
  - advocacy
  - conflict resolution/negotiation and mediation
  - cross cultural communication and negotiation
  - verbal and written communication
  - literacy adequate to prepare a range of resource material appropriate to the target group

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REQUIRED SKILLS AND KNOWLEDGE

- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • This unit can be assessed in the community or in a simulation which related closely to the experience of the workplace and the community • Consistency in performance should consider specific program and community requirements
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged • Resources required for assessment include access to

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EVIDENCE GUIDE

	an appropriate workplace or an environment that effectively simulates workplace and community conditions
Method of assessment:	• In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios • Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes • Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Community may be:	• Individuals and groups defined by organisation programs and services • Other agencies providing services to the designated individuals and groups • People with specified needs and interests • People using the organisation's services/programs • Geographic

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RANGE STATEMENT

Community programs may include:	• Community development activities and strategies • Education and information projects
Stakeholders may include:	• Residents within a community • Businesses within or related to a community • Advocacy and special interest groups • Decision-makers and community leaders • Individuals, groups and communities affected by issues or strategies • Owners or managers of resources required • Grants/funding agencies • Government and non government organisations • Peak bodies • Colleagues and collaborators
Strategies and options for action may include:	• Community/public education, awareness raising • Lobbying and advocacy • Development of new services, opportunities • Developing the capacity of individuals, groups and communities to meet their own needs and objectives • Non violent direct action • Participatory action research • Development of new businesses or employment opportunities • Health promotion, development of healthy communities/attitudes and environmental causes of ill health • Development of community resources and facilities • Development of recreational/entertainment • Adjustments to existing programs/services to make them more accessible to young people • Strategies to increase access to facilities, services • Decision-making including cost, physical, information • Public processes
Resources may include:	• Information • Knowledge/skills

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RANGE STATEMENT

- Equipment and materials
- Facilities, buildings, transport
- Organisation structures, networks
- Sector/regional networks
- Access to decision-makers
- Management support
- Personnel
- Money

Evaluation of a range of program options may include:

- Projected outcomes to achieve objectives
- Cost efficiency and effectiveness
- Relevance to high needs and priorities
- Scope and coverage
- Capacity to evaluate
- Availability of resources/skills
- Consistency of philosophy
- Ethical considerations
- Impact on organisation/other services/programs
- Personnel/industrial/employment implications
- Legislative/statutory/accountability implications

Promotion and marketing strategies may include:

- Letters (by fax, mail, or any other means of transmission)
- Newsletters/journals
- Internal organisation communication (e.g. Internal memos, minutes of meetings)
- Artwork, graphics
- Reports, discussion papers, briefing papers
- Brochures, fliers and written advertisements
- Posters
- Audio and audio visual productions
- Performing arts presentations
- Verbal/public presentations
- Meetings, seminars, workshops and forums
- Print or telecommunications media

Consultation strategies may include:

- Meetings, seminars, workshops or other forums
- Interviews (formal and informal)

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RANGE STATEMENT

- Written surveys (questionnaires, letters, submissions)
- Suggestion boxes
- Alternative communication such as graffiti walls
- Networks
- Professional associations
- Call for submissions

Unit Sector(s)

Not Applicable

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FDFFS2001A Implement the food safety program and procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to maintain personal hygiene and conduct food handling, housekeeping and waste disposal related to work tasks and responsibilities where work involves operation of production and/or packaging equipment and processes.

Application of the Unit

Application of the unit	This unit is based on and equivalent to the guideline food safety unit GFSMFSRA Apply and monitor food safety requirements. Note that this unit does not apply to the pharmaceutical industry. Refer to FDFPH2001A Apply Good Manufacturing Practice procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement the food safety program	1.1. Food handling requirements are identified 1.2. Food handling is carried out according to the food safety program 1.3. Food safety hazards are controlled as required by the food safety program 1.4. Where food safety control requirements are not met, the incident is promptly reported and corrective action is taken 1.5. Food safety information is recorded to meet requirements of the food safety program 1.6. The workplace is maintained in a clean and tidy order to meet workplace standards 1.7. Work is conducted in accordance with workplace environmental guidelines
2. Participate in maintaining and improving food safety	2.1. Work area, materials, equipment and product are routinely monitored to ensure compliance with food safety requirements 2.2. Processes, practices or conditions which could result in a food safety breach are identified and reported according to workplace reporting requirements 2.3. Corrective action is taken in accordance with the food safety program 2.4. Food safety issues are raised with designated

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ELEMENT	PERFORMANCE CRITERIA
	personnel
3. Comply with personal hygiene standards	3.1. Personal hygiene meets the requirements of the food safety program 3.2. Health conditions and/or illness are reported as required by the food safety program 3.3. Clothing and footwear worn is appropriate for the food handling task and meets the requirements of the food safety program 3.4. Movement around the workplace complies with the food safety program

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- locate and follow workplace information relating to food safety responsibilities
- follow workplace procedures to maintain food safety as required by the food safety program relating to own work
- monitor food safety hazards as required by the food safety program, including methods such as visual inspection, sampling and testing
- record results of monitoring, and maintain records as required by the food safety program
- identify and report situations that do not meet the requirements of the food safety program and/or could result in unsafe food
- take corrective action as required by food safety program within level of responsibility
- handle, clean and store equipment, utensils, packaging materials and similar items according to the requirements of the food safety program as required by work role
- maintain personal hygiene consistent with the food safety program
- take necessary precautions when moving around the workplace and/or from one task to another to maintain food safety
- wear and maintain appropriate clothing/footwear as required by work tasks and consistent with the requirements of the food safety program
- report health conditions and illness as appropriate according to the food safety program
- handle and dispose of out-of-specification or contaminated food, waste and

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recyclable material according to food safety program as this requirement relates to own work responsibility
- maintain the work area in a clean and tidy state
- identify and report signs of pest infestation
- record food safety information in appropriate format
- clean and sanitise equipment according to enterprise procedures
- collect samples and conduct tests according to the food safety program according to enterprise procedures
- participate in investigating food safety breaches according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- sources of information and expertise on procedures and responsibilities for food safety relating to own work
- basic concepts of HACCP-based food safety, including identification of hazards that are likely to occur, establishing appropriate methods of control and confirming that controls are met
- food safety management arrangements in the workplace, including awareness of food safety legislation, workplace policies and procedures to implement responsibilities, understanding the relationship between the quality system and food safety program, personnel responsible for developing and implementing the food safety program, the role of internal and external auditors as appropriate, procedures followed to investigate contamination events, and performance improvement processes
- awareness of common microbiological, physical and chemical hazards related to the foods handled in the work area, including the types of hazards likely to occur, the conditions under which they occur, possible consequences and control methods to prevent occurrence
- basic understanding of the properties, handling and storage requirements of ingredients, materials and products handled and used
- suitable standard for materials, measuring devices, equipment and utensils used in the work area
- food safety requirements related to work responsibilities, including personal hygiene, requirements and procedures to report illness and safe food handling practices for own work
- methods used to monitor that food safety is under control, including the purpose of sampling and taking measurements, such as temperature and pH, and conducting inspections and tests
- action required in the event of non-compliance (corrective action is typically described in the food safety program and/or related workplace information)
- purpose of keeping records and the recording requirements of the food safety

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program
- methods used in the workplace to isolate or quarantine food which may be unsafe
- product and ingredient traceability procedures, such as product recall where required by work responsibilities
- clothing and footwear requirements for working in and/or moving between food handling areas
- personal clothing maintenance, laundering and storage requirements
- appropriate bandages and dressings to be used when undertaking food handling
- housekeeping requirements and responsibilities relating to own work, and use and storage of housekeeping/cleaning equipment where relevant
- procedures to follow in the event of pest sighting or discovery of infestation
- purpose and importance of cleaning and sanitation procedures
- waste collection, recycling and handling procedures relevant to own work responsibilities
- cleaning and sanitation procedures where relevant
- impact of rework handling/addition on food safety where relevant
- sampling and test methods where relevant

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • identify own responsibilities with regard to food safety • identify food safety risks in the workplace and the control measures used to manage them • apply control measures in own work • monitor compliance with food safety standards • identify and act on non-compliances and participate in improving safety • maintain required standards of personal hygiene • complete workplace records as required

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EVIDENCE GUIDE	
	• apply safe work practices and identify OHS hazards and controls • apply food safety procedures.

Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to:
	• food safety information relating to the workplace, including a food safety program outlining food safety hazards and control methods. It may also include company policies, procedures and codes of practice, such as:
	  • Good Manufacturing Practice (GMP)
	  • related work instructions and procedures
	  • work tasks and responsibilities
	  • appropriate clothing and related apparatus
	  • reporting and monitoring systems
	  • cleaning and sanitation policies and procedures as required
	  • sampling and test procedures and related equipment as required.

Method of assessment	This unit should be assessed together with other units of competence relevant to the function or work role. Examples could be: • FDFOP2004A Clean and sanitise equipment • FDFOP2013A Apply sampling procedures • FDFOP2063A Apply quality systems and procedures • MSL973001A Perform basic tests.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. 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) may also be included.	
A food safety program	A food safety program is a written document that specifies how a business will control all food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. The food safety program and related procedures must comply with legal requirements of the food safety standards and must be communicated to all food handlers. Where no food safety program is in place, food safety requirements may be specified in general operating procedures
Workplace information	Workplace information may be provided in: • food safety program • standard operating procedures (SOPs) • specifications • log sheets • written or verbal instruction
Food handling	Food handling refers to: • food receipt and storage • food preparation • cooking, holding, cooling, chilling and reheating • packaging, disposal
Products/materials handled and stored	Products/materials handled and stored can include: • raw materials • ingredients • consumables • part-processed product • finished product • cleaning materials
Examples of a breach of food safety procedures	Examples of a breach of food safety procedures could include: • failure to check delivery temperatures of potentially hazardous chilled food

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RANGE STATEMENT	
	• failure to place temperature-sensitive food in temperature controlled storage conditions promptly • failure to wash hands when required • use of cloths for unsuitable purposes
Responsibility for monitoring food safety	Responsibility for monitoring food safety, identifying breaches in food safety procedures and taking corrective action relates to own tasks and responsibilities and occurs in the context of the food safety program in the workplace
Monitoring	Monitoring describes the methods used to confirm that a food safety hazard is in control, such as: • taking temperatures • collecting samples • conducting visual inspections • conducting other tests as required
Food safety hazard	A food safety hazard is a biological, chemical or physical agent in, or condition of, food that has the potential to cause an adverse health effect
Hygiene requirements	Minimum personal hygiene requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in the Food Safety Standard 3.2.2, Division 4:14 and/or state or territory legislation/regulations
Reporting of health conditions and illnesses requirements	Reporting of health conditions and illnesses requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in Food Safety Standard 3.2.2, Division 4:13 and/or state or territory legislation/regulations
Appropriate clothing and footwear	Appropriate clothing and footwear depends on work requirements. It should be designed to ensure that the body and clothing itself does not contaminate food or surfaces likely to come into contact with food. Examples of clothing designed to prevent contamination by the body include: • purpose designed overalls or uniforms • hair-nets

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RANGE STATEMENT	
	• beard snoods • gloves • overshoes

Unit Sector(s)

Unit sector	Food safety

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFFS3001A Monitor the implementation of quality and food safety programs

Modification History

November 2011: minor typographical error corrected.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to provide a leadership role in supporting day-to-day implementation of the food safety/quality programs in a work area. It also involves supporting others to implement the requirements of the food safety/quality procedures.

Application of the Unit

Application of the unit	This unit applies to those with formal responsibility for others, and to those required to model workplace policies and procedures but who have no formal management role. This unit is based on and equivalent to the guideline food safety unit GFSOFSA Oversee the day-to-day implementation of food safety in the workplace. Note that this unit does not apply to the pharmaceutical industry. Refer to FDFPH3001A Monitor and maintain Good Manufacturing Practice procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		
	FDFFS2001A	Implement the food safety program and procedures

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Ensure others in the work area are able to meet quality and food safety requirements	1.1. Hazard control and clothing and equipment appropriate to work requirements are available, functional and correctly fitted 1.2. Information on food safety/quality responsibilities and procedures is current, accessible and communicated to others in the work area 1.3. Information about identified hazards and the outcomes of risk assessment and risk control procedures is accessible and communicated to others in the work area 1.4. Food safety/quality hazards and control measures used in the work area can be identified by those in the work area 1.5. Mentoring and coaching support is available to support individuals/groups to implement quality and

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ELEMENT	PERFORMANCE CRITERIA
	safe food handling procedures 1.6. Training needs are identified and addressed within level of responsibility
2. Monitor observance of quality standards and food safety programs in the work area	2.1. Work procedures in the work area are clearly defined, documented and followed 2.2. Deviation from identified procedures is identified, reported and addressed within level of responsibility 2.3. Personal behaviour is consistent with workplace policies and procedures that support food safety and quality 2.4. Food safety and/or quality hazards are identified and reported according to workplace procedures 2.5. Food safety and quality information is recorded to meet workplace reporting requirements 2.6. The work area is maintained according to housekeeping standards 2.7. Work is conducted in accordance with workplace environmental guidelines
3. Take corrective action in response to quality and food safety non-compliance	3.1. Workplace procedures for responding to quality and food safety non-compliance are promptly implemented 3.2. Hazardous events are investigated to identify cause 3.3. Control measures to prevent recurrence and minimise risks of hazardous events are implemented
4. Maintain and improve quality and food safety in the work area	4.1. Processes or conditions which could result in a breach of food safety procedures or quality specifications are identified, assessed, removed or and/reported within level of responsibility and according to workplace procedure 4.2. Risk assessments are conducted and appropriate control measures are identified and implemented in the work area 4.3. Recommendations arising from risk assessments are implemented within level of responsibility 4.4. Inadequacies in control measures are identified and reported according to company reporting requirements 4.5. Matters raised relating to quality/food safety are promptly resolved and/or referred to appropriate personnel 4.6. The work group is consulted and advised of

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ELEMENT	PERFORMANCE CRITERIA
	quality/food safety matters relevant to work role 4.7. Opportunities for improving food safety and quality are identified and raised with relevant personnel 4.8. Procedures are developed or revised to support effective control of quality and food safety hazards 4.9. Quality/food safety records are reviewed to ensure they are complete and meet the quality system, food safety program and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access, interpret and communicate information about the food safety program, quality requirements and related procedures to others in the work area
- demonstrate two-way communication, including active listening and responding constructively to feedback
- provide access to and maintain current food safety/quality documentation
- model safe food handling and quality practices and procedures to achieve required outcomes, including demonstrating:
  - work procedures that meet the requirements of quality and food safety
  - cleaning and sanitising equipment
  - sampling and testing as appropriate according to quality and food safety requirements
  - maintaining personal hygiene
  - wearing appropriate clothing and footwear as required by the work task
  - following procedures when moving within and between work areas
  - reporting health conditions and illnesses according to workplace procedures
  - handling, cleaning and storing equipment, utensils and packaging materials as appropriate
- identify control points in the work area and demonstrate monitoring techniques used (control points include critical, quality and regulatory control points)
- support others to meet quality standards and follow food safety procedures by ensuring that all personnel in the work area receive the information required and have the necessary skills and equipment to carry out their responsibilities

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REQUIRED SKILLS AND KNOWLEDGE

- identify, report and/or address food safety/quality non-compliance in an appropriate and timely manner within level of responsibility
- determine when and how to make adjustments to maintain output within level of responsibility
- identify, report and/or address food safety/quality training and development needs of others in the work area
- ensure that appropriate and timely action is taken in response to non-compliance
- handle and dispose of out-of-specification or contaminated food, waste and recyclable material according to food safety program as this requirement relates to own work responsibility
- participate in investigations of non-compliance and risk assessment processes
- participate in consultation processes to improve quality and food safety outcomes in the workplace
- review practice and procedures to implement recommendations arising from risk assessments and/or improvement proposals within level of responsibility, such as collecting and analysing food safety/quality records, reviewing operating procedures and communicating changes to others in the work area
- ensure that housekeeping standards are maintained and that equipment is in operational order, such as participating in the management of equipment calibration
- monitor the recording of quality and food safety information to confirm that records accurately reflect performance and meet the requirements of the food safety and quality programs
- participate in food recall procedures as required, within level of responsibility
- facilitate consultation processes according to enterprise procedures
- lead investigations of quality and food safety incidents according to enterprise procedures
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- sources of information and expertise on procedures and responsibilities for food safety relevant to the workplace
- principles of a HACCP-based approach to managing food safety, including identifying hazards that are likely to occur, establishing appropriate methods of control and confirming that controls are met
- basic concepts of quality assurance including hazards, risk assessment and control methods
- company programs and systems in place to manage and support quality and food safety in the workplace, which may involve separate or integrated programs, including systems for maintaining and updating documents, such as operating procedures and specifications
- clothing and footwear requirements for working in and/or moving between food

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REQUIRED SKILLS AND KNOWLEDGE
handling areas, including personal clothing maintenance, laundering and storage requirements • appropriate bandages and dressings to be used when undertaking food handling • housekeeping requirements and responsibilities relating to own work, where relevant this includes use and storage of housekeeping/cleaning equipment • procedures to follow in the event of pest sighting or discovery of infestation • purpose and importance of cleaning and sanitation procedures • legal obligations for food safety and quality, including an awareness of government legislation and customer requirements • food safety and quality responsibilities and requirements relating to the work area • awareness of common micro biological, physical and chemical hazards related to the foods handled in the work area, including the types of hazards likely to occur, the conditions under which they occur, possible consequences and control methods to prevent occurrence • suitable standard for materials, measuring devices, equipment and utensils used in the work area • properties of food and ingredients used that affect food safety, including an understanding of related storage, processing and handling requirements • current technical and process knowledge required to participate in investigations of food safety/quality hazards, risks and incidents within level of responsibility, including an understanding of common micro biological, physical and chemical hazards, related control methods and the way changes in equipment and/or processing methods can affect food safety and quality outcomes • procedures for identifying unsafe and/or non-conforming product, including control points and evidence of out-of-specification product or materials • sampling procedures, test methods and inspections • options for responding to non-compliance, including legal responsibility, risk management and cost/implications of different responses and level of responsibility for decision making • methods used in the workplace to isolate or quarantine food which may be unsafe • waste collection, recycling, handling and disposal, including handling/disposal requirements for different types of waste, such as hazardous waste where relevant • traceability and recall procedures within level of responsibility • documentation system and procedures, including record keeping to meet both company and legal requirements, procedures for developing and/or reviewing workplace procedures, and document control systems used in the workplace • auditing arrangements, roles and responsibilities as they relate to own work responsibilities, such as internal and external audit processes • appropriate communication skills and techniques to convey information on quality and food safety requirements to others in the workplace • cleaning and sanitation procedures where relevant • impact of rework handling/addition on food safety where relevant • sampling and test methods where relevant

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REQUIRED SKILLS AND KNOWLEDGE
• facilitation and consultation techniqueswhere relevant

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • describe quality and food safety program, risks and control measures of the work area • confirm that control measures are in place and that personnel in the work area are equipped and informed to implement programs • identify, address and follow up on non-compliances • identify causes of non compliances • conduct risk assessments and recommend responsive action • provide support to others to implement the programs • complete and maintain documentation.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • food safety program for the work area which identifies critical control points, control measures and corrective action • quality policy, system and procedures • work area or system in which quality and food safety practices and procedures are to be monitored • personal protective clothing and equipment as required • review/audit arrangements • reporting and monitoring systems.

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EVIDENCE GUIDE	
Method of assessment	This unit should be assessed together with other units of competence relevant to the function or work role. Examples could be: • FDFPPL3001A Participate in improvement processes • FDFPPL3004A Lead work teams and groups • BSBRES401A Analyse and present research information.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Work responsibilities	Work responsibilities may include formal or informal responsibility for modelling appropriate quality/food safety policies and procedures and providing a support role to others in the work area
Food safety program	A food safety program is a written document that specifies how a business will control all food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. The food safety program and related procedures must comply with legal requirements of the food safety standards and must be communicated to all food handlers. Where no food safety program is in place, food safety requirements may be specified in general operating procedures

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RANGE STATEMENT	
Quality systems	Quality systems may be externally accredited, such as an ISO system, or internally designed and managed
Workplace information	Workplace information may be provided in: • food safety and quality policies and programs • standard operating procedures (SOPs) • specifications • log sheets • written or verbal instruction incorporating food safety and quality requirements
Incidents	A food safety incident is: • a situation where the safe limits or parameters identified by the food safety program are not met A quality incident is: • a situation where the quality limits or parameters identified in specifications or processing instructions are not met
Monitoring	Monitoring describes the methods used to confirm that a food safety or quality hazard is in control, such as: • taking temperatures • collecting samples • conducting visual inspections • additional testing as required
Responsibility for identifying breaches of food safety procedures	Responsibility for identifying breaches of food safety procedures and taking corrective action occurs in the context of the food safety program and within scope of responsibility
Responsibility for identifying non-compliance against quality standards	Responsibility for identifying non-compliance against quality standards occurs within the context of defined standards or specifications and relates to work area
Personal hygiene requirements	Minimum personal hygiene requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in the Food Safety Standard 3.2.2, Division 4:14 and/or state or territory

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RANGE STATEMENT	
	legislation/regulations
Reporting of health conditions and illnesses	Reporting of health conditions and illnesses requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in Food Safety Standard 3.2.2, Division 4:13 and/or state or territory legislation/regulations
Operator responsibilities	The operator at this level may not have direct responsibility for overseeing the training/development of team members. At a minimum they must be able to identify development needs of others in the work area and refer this information to the relevant personnel. The operator at this level may not have responsibility for independently assessing risks and determining the effectiveness of control measures. However, they would be expected to observe day-to-day effectiveness and participate in assessment and review processes. Responsibilities at this level may include facilitating consultation processes within level of responsibility
Record keeping	Record keeping complies with customer, legal and food safety program requirements

Unit Sector(s)

Unit sector	Food safety

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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FDFOP1005A Operate basic equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to use equipment requiring limited application of equipment and process knowledge and limited equipment adjustment.

Application of the Unit

Application of the unit	This unit is generic and should be customised for a given piece of equipment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Follow workplace procedures to operate equipment	1.1. Checks are conducted to confirm equipment is ready and safe to operate 1.2. Operating procedures are followed to start and operate equipment to achieve required outcome
2. Monitor and complete equipment operation	2.1. Equipment is monitored to identify variation in operating conditions 2.2. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements 2.3. Equipment is shut down according to workplace procedure 2.4. The work area is maintained according to housekeeping standards 2.5. Work is conducted in accordance with workplace environmental guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • access workplace information on equipment operating requirements and procedures • select, fit and use personal protective clothing and/or equipment • conduct pre-start checks, such as inspecting equipment condition to identify any

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REQUIRED SKILLS AND KNOWLEDGE
signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lockouts as required, and confirming that equipment is clean and that all safety guards are in place and operational • start and operate equipment according to procedure • monitor the output of equipment operation against requirements • take corrective action in response to out-of-specification results • shut down and clean equipment as required • respond to and/or report equipment failure within level of responsibility • locate emergency stop functions on equipment • maintain work area to meet housekeeping standards • use basic process control screens and panels according to enterprise procedures • complete workplace records according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Required knowledge
Knowledge of: • basic operating principles of equipment used, such as main equipment components, status and purpose of guards, emergency stop, isolation and lockout controls, equipment operating capacities and applications • services required and action to take if services are not available • quality requirements of materials/consumables used and the effect of variation on outputs • operating requirements and parameters and corrective action required where operation is outside specified operating parameters • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • contamination/food safety risks associated with equipment operation and related control measures • common causes of variation and corrective action required • occupational health and safety (OHS) hazards and controls • shutdown and cleaning procedures, including isolation, lock out and tag out procedures and responsibilities • environmental issues and controls relevant to equipment operation, including waste collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • recording procedures and responsibilities where relevant

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Evidence Guide

EVIDENCE GUIDE	
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Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • checkequipment readiness for use • operateand monitor equipment to achieve required quality outcomes • take action in response to typical faults and inconsistencies • apply safe work practices • safely shut down equipment • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment • work procedures, including advice on safe work practices, food safety, quality and environmental requirements • item of equipment to be operated and relevant materials, consumables and services • workplace records as required • cleaning procedures, materials and equipment as required.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2004A Clean and sanitise equipment
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply and reference to food safety is replaced by GMP
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specification • production schedules • labels and codes • safety signs and symbols • materials safety data sheets (MSDS) • standard forms • verbal messages • requests or instructions
Operation of equipment and processes	Operation of equipment and processes may require: • the use of simple operating panels
Shutdown procedures	Shutdown procedures may include: • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)

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Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP1006A Monitor process operation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to monitor the operation of equipment used in a production process.

Application of the Unit

Application of the unit	This unit has application in a food production environment. It typically targets the production worker responsible for monitoring that equipment is operating according to standard operating procedures. Monitoring typically includes visual inspection and checking and replenishing of consumables. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply and reference to food safety is replaced by GMP.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor equipment operation	1.1. Equipment is inspected and monitored to confirm safety and operating condition 1.2. The process is monitored to confirm performance is maintained within specification 1.3. Materials and consumable levels are maintained as required 1.4. Workplace records are maintained in accordance with workplace requirements 1.5. Work is conducted in accordance with workplace environmental guidelines 1.6. The work area is maintained according to housekeeping standards
2. Identify and respond to non-conformance	2.1. Out-of-specification product, process and equipment performance is identified rectified and/or reported according to workplace procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
Ability to: • select, fit and use appropriate personal protection clothing and/or equipment • monitor the process and equipment operation to maintain the process within the required parameters, such as conducting visual inspections and basic tests • monitor supply and flow of materials and/or consumables to and from the process, such as replenishing material inputs and removing processed materials or product • identify and take action to correct out-of-specification results within level of responsibility (where corrective action is outside level of responsibility, report to appropriate personnel) • maintain work area to meet housekeeping standards • sort, collect, treat, recycle or dispose of waste according to enterprise procedures • demonstrate shutdown and cleaning sequence according to enterprise procedures • record workplace information according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Required knowledge
Knowledge of: • purpose of equipment • required output and quality requirements to be met by the process • basic operating principles of equipment used, such as main equipment components, status and purpose of guards, and emergency stop, isolation and lockout controls, and where required, the operating features of the control panel and the relationship between control panel functions and the physical equipment • common causes of faults or unacceptable performance and action required within level of responsibility • procedures and responsibility for reporting problems • occupational health and safety (OHS) hazards and controls • waste handling requirements and procedures related to process operation • shutdown and cleaning procedure where relevant • recording system and responsibilities where relevant

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • identify requirements for safe and compliant operation of equipment • identify common non-compliances • report non-compliances • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • safely shut down equipment • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • work procedures, including advice on safe work practices • production schedules and specifications • MSDS where appropriate • production/packaging equipment and related services • materials and consumables as required • relevant OHS clothing and equipment • housekeeping standards and procedures.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements.
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules • labels and codes • safety signs and symbols • materials safety data sheets (MSDS) • standard forms • verbal messages • requests or instructions
Process operation and monitoring functions	Process operation and monitoring functions may involve: • the use of a computer keyboard or control panel

Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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FDFOP1007A Participate effectively in a workplace environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to participate effectively in a workplace environment.

Application of the Unit

Application of the unit	This unit has application in any work environment and serves as an introduction to the responsibilities of the worker and the products and processes of the company.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Carry out responsibilities in accordance with workplace policies and procedures	1.1. Information on conditions of employment, company policies and procedures is identified 1.2. Policies and procedures are applied when carrying out work role 1.3. Work is conducted in accordance with workplace environmental guidelines
2. Identify and locate company product and processes	2.1. Company product range is identified 2.2. Production/packaging stages and processes carried out on site are identified and located

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- identify and access information on conditions of employment and workplace policies and procedures (information may be provided in print, audio-visual and/or verbal formats)
- locate workplace amenities and facilities relevant to work responsibilities
- identify and locate materials/storage areas in the workplace, relevant to work role, such as locating tank farms and other bulk storage locations and identifying special storage conditions (e.g. hazardous goods and temperature controlled stores areas)
- identify and locate production and packing processes/main work areas in the workplace

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REQUIRED SKILLS AND KNOWLEDGE
• use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Required knowledge
Knowledge of: • workplace structure and key personnel • rights and responsibilities of employees as defined in employment conditions • company policies and procedures relating to work responsibilities, including areas covered by legislation and related responsibilities • appropriate personal conduct in a work area, including minimum clothing and personal hygiene standards when entering and moving around a food processing area in order to protect both employees and product safety,and behaving appropriately towards others in the work area • industrial representation arrangements • site security arrangements, including responsibility to report when coming on and off site • site layout, including main facilities, such as canteens, parking areas, storage areas, processing and packing areas and location of emergency exits and assembly areas • the main products/product range produced in the workplace • stages and processes used to manufacture and package products • personal reporting roles and responsibilities

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • identify expectations and responsibilities of the work role

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EVIDENCE GUIDE	
	• identify organisational products and processes • identify location of operations.
Context of and specific resources for assessment	Assessment must occur in a real workplace where the assessee has access to: • advice on work roles and responsibilities • advice on workplace policies, codes of practice, procedures, structure and personnel • advice on conditions of employment and entitlements • site maps • workplace access.
Method of assessment	This unit should be assessed together with other units of competency relevant to the work role.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out in accordance with company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply and reference to food safety is replaced by GMP
Company policies and procedures	Company policies and procedures referred to are additional to those covered by OHS, quality, food safety and environmental competency standards.

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RANGE STATEMENT	
	They include: • codes of practice and general employment policies and procedures in areas, such as sexual harassment • equal employment opportunity (EEO)/affirmative action • anti-discrimination • racial vilification • workplace bullying
Conditions of employment	Conditions of employment typically include: • pay and conditions • leave arrangements • reporting and timekeeping responsibilities • terms of employment, including permanent, casual and probationary periods • disciplinary procedures • staff facilities and amenities
Key personnel	Key personnel may include but are not limited to: • human resource personnel responsible for recruitment, training, pay and conditions issues • relevant site and operations managers • supervisors/team leaders • industrial/work area representatives

Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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FDFOP1009A Follow work procedures to maintain quality

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to follow basic quality assurance practices related to monitoring quality where work involves routine manual processes and/or operation of simple automated equipment.

Application of the Unit

Application of the unit	This unit has application in a food processing environment. It typically targets the production worker responsible for following quality procedures in own work operations. Where numeracy skills beyond those identified to conduct basic quality checks are required, FDFOP2061A Use numerical applications in the workplace or FDFOP1008A Take and record basic measurements, should be selected. Note that this unit does not apply to the pharmaceutical industry. Refer to FDFPH1001A Follow work procedures to maintain Good Manufacturing Practice.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor quality of work outcome	1.1. Quality requirements are identified 1.2. Inputs are inspected to confirm capability to meet quality requirements 1.3. Work is conducted according to work procedures 1.4. Work is conducted in accordance with workplace environmental guidelines
2. Identify and report unacceptable inputs and/or outputs	2.1. Work area, materials, processes and product are routinely checked to ensure compliance with quality requirements 2.2. Unacceptable quality is identified and corrective action is taken within the level of responsibility to maintain quality standards 2.3. Quality variation is reported according to workplace reporting requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access and apply workplace information on quality requirements for own work
- identify control points or inspection points for own work and related methods used to monitor quality
- carry out relevant checks and inspections as required, such as checks and inspections on equipment, materials, product, packaging consumables and processing conditions relevant to own work
- identify and respond to out-of-specification or unacceptable inputs and/or outputs, such as making adjustments within level of responsibility and/or reporting
- maintain quality of own work
- conduct tests related to work responsibilities according to enterprise procedures
- record quality data in required format according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- quality policy, procedures and responsibilities
- quality personnel and their respective responsibilities, such as internal personnel and external auditors
- requirements of internal and external customers
- sources of advice on quality requirements for own work
- control points for own work, including the purpose of the control point, the risk if not controlled and the method of control where relevant
- monitoring, inspection and checking procedures relating to process control requirements
- evidence of out-of-specification or unacceptable performance
- procedures for responding to out-of-specification or unacceptable performance/outcomes
- responsibilities for reporting and recording quality information
- sampling and test procedures where relevant
- recording requirements and responsibilities where relevant

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • identify quality requirements • conduct work according to quality standards • monitor quality and identify and act on non-compliances.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • quality policy, system and procedures, including company codes of practice/ GMP • work tasks and responsibilities • workplace information relating to work tasks, such as specifications, work instruction and other advice on quality requirements and procedures • systems for recording quality information as required • reporting system and procedures.
Method of assessment	This unit should be assessed together with other units of competency relevant to the work role. Examples could be: • FDFFS1001A Follow work procedures to maintain food safety.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out in accordance with company policies and procedures, licensing and regulatory requirements, legislative requirements and industrial awards and agreements
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • quality specifications • food safety and/or Good Manufacturing Practice (GMP) codes • log sheets • basic data • standard forms • written or verbal instruction
Responsibility for monitoring quality	Responsibility for monitoring quality relates to immediate work responsibilities and may require: • visual inspections and checks, including using basic counting skills
Monitoring	Monitoring typically involves visual inspection or checks at control points. Control points refer to those key points in a work process which must be monitored and controlled. This includes food safety (critical) control points
Out-of-specification or unacceptable outcomes	At this level, responding to out-of-specification or unacceptable outcomes typically involves exercising judgment within clearly defined parameters and reporting/referring to others

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Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP2010A Work with temperature controlled stock

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to store and retrieve temperature controlled stock from appropriate storage facilities.

Application of the Unit

Application of the unit	This unit has application in a food processing environment. Where work is undertaken in a freezer storage environment, also consider FDFOP2007A Work in a freezer storage area.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Store stock to meet temperature control requirements	1.1. Goods requiring temperature control are identified 1.2. Goods are located in correct storage areas to meet storage temperature, stores handling and stock rotation requirements 1.3. Stores information is recorded according to workplace requirements
2. Monitor and maintain temperature of stock within specifications	2.1. Stock temperature is monitored to confirm temperature is within specified limits 2.2. Storage areas are monitored to confirm temperature is within storage zone limits 2.3. Residence time in temperature controlled stores is monitored to meet stock control requirements 2.4. Out-of-specification storage temperatures are identified and corrective action is taken
3. Transfer temperature controlled stock	3.1. Goods are handled and transferred to maintain temperature control and meet stock rotation requirements 3.2. Stores transfer information is recorded according to workplace reporting requirements 3.3. Work is conducted in accordance with workplace environmental guidelines

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access workplace information to determine product handling and storage requirements
- identify storage requirements including temperature limits, minimum duration at given temperatures, and segregation and co-storage requirements
- identify temperature controlled storage facilities and temperature zones available
- select, fit and use personal protective clothing and/or equipment
- use materials handling equipment in a temperature controlled environment as required to undertake work functions
- follow procedures to measure temperature of product, such as use of instrumentation as required to take core and surface temperatures
- read instrumentation, such as temperature gauges, to monitor stores and zone temperatures
- identify and report out-of-specification temperatures in product and storage facilities
- take corrective action in response to out-of-specification temperatures including implementation of procedures to segregate damaged or potentially unsafe product
- complete records of stock receival and transfer as required
- maintain work area to meet housekeeping standards
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- occupational health and safety (OHS) hazards and controls, including the purpose and limitations of protective clothing and equipment
- temperature controlled storage facilities and capacities available in the work area, such as temperature zones within a single store and concepts (e.g. the Cold Chain compliance) as relevant to work requirements
- temperature control requirements of stock handled in the work area, including acceptable temperature ranges and consequences of failing to meet these ranges, and where required requirements for gradual temperature change
- stock handling procedures for receiving and locating stock within a store, including stock rotation and procedures for identifying, segregating, and disposing of damaged or potentially unsafe stock

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REQUIRED SKILLS AND KNOWLEDGE
• stock handling procedures for transferring temperature controlled stock from a temperature controlled environment, including maximum duration stock can be held outside a controlled environment • food safety and quality consequences of stock temperature control requirements not being met • monitoring procedures and instrumentation, including use of thermometers or other temperature measuring instrumentation • notification, recording and reporting requirements • operating procedures for goods handling equipment as required • housekeeping requirements for work area • recording requirements and procedures

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • identify storage requirements of temperature controlled stock • monitor temperature of storage area and stock to ensure standards are maintained • handle and transfer stock to maintain required conditions • identify and act on non-conformances • complete workplace documentation • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment • work procedures, including advice on safe work practices, food safety, quality and environmental

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EVIDENCE GUIDE	
	requirements • temperature storage specifications • stock handling and rotation systems • controlled temperature storage facilities • stock requiring storage • load shifting equipment as required • stock information recording system and procedures.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2007A Work in a freezer storage area • TLIA1407C Use product knowledge to complete work operations • TLID1007C Operate a forklift • TLIK107C Use infotechnology devices and computer applications in the workplace • TLID207C Shift a load using manually-operated equipment.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements

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RANGE STATEMENT	
Legislative requirements	Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes: • the Food Standards Code, including labelling, weights and measures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • standard forms and reports
Temperature controlled stock	Temperature controlled stock may include: • stock to be stored at a constant temperature and at different temperatures for given durations
Temperature controlled storage facilities	Temperature controlled storage facilities include: • any controlled temperature environment

Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units	

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Co-requisite units		

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FDFOP2011A Conduct routine maintenance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to inspect equipment and carry out routine maintenance and/or adjustment using a limited range of hand tools.

Application of the Unit

Application of the unit	This unit has application in a food production environment. It typically targets the production worker responsible for conducting simple and routine maintenance tasks to support the operation of machines or equipment. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply in place of the Food Standards Code and reference to food safety is replaced by GMP.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Conduct routine inspection of plant and equipment	1.1. Equipment is inspected to identify signs of wear 1.2. Nature of maintenance requirement is assessed
2. Prepare to conduct routine maintenance	2.1. Maintenance task is assessed to determine tools and services required 2.2. Equipment is prepared for maintenance 2.3. Hand tools are selected according to task requirements 2.4. Tools are checked before use and unsafe and/or faulty items are reported within standard procedures 2.5. Maintenance is planned and scheduled in consultation with affected work areas to minimise disruption to production
3. Carry out routine maintenance	3.1. Routine maintenance on equipment is carried out according to workplace procedures 3.2. Maintenance activities are reported according to workplace reporting requirements
4. Complete maintenance tasks	4.1. Equipment is returned to operating order 4.2. Tools and materials are stored according to workplace procedure

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Relevant personnel are notified of maintenance completion 4.4. Housekeeping standards are maintained 4.5. Work is conducted in accordance with workplace environmental guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access workplace information such as the equipment history, faults or difficulties
- select, fit and use personal protective clothing and/or equipment
- inspect equipment for signs of wear, such as visual inspections to detect leaks, listening for unusual noises and/or vibrations
- identify and describe maintenance requirements, including the ability to assess the urgency of the maintenance issue, recognise common types of maintenance requirements and run basic checks according to workplace procedures to confirm the need for and type of maintenance support required
- take action to address maintenance requirements, such as carrying out routine maintenance within level of skill and responsibility and/or reporting outstanding maintenance to appropriate personnel using the required forms or request system
- plan and schedule maintenance within level of responsibility, such as consulting affected personnel and/or work areas on timing and notifying of maintenance progress
- prepare equipment and work area for routine maintenance, including cleaning equipment prior to carrying out maintenance and confirming that equipment is safe to work on, and simple isolation or tag out of equipment as required by workplace procedure
- select and use hand tools as required to carry out maintenance task
- select relevant parts and materials as required to carry out maintenance task
- carry out routine maintenance tasks according to workplace procedures
- on completion of maintenance tasks, return equipment to operational order, including confirming that all equipment parts, nuts and bolts are accounted for and correctly tightened, and where required, cleaning and sanitising equipment
- store tools in designated location, including basic tool maintenance, such as oiling
- complete records of maintenance as required

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REQUIRED SKILLS AND KNOWLEDGE
• maintain work area to meet housekeeping standards • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Required knowledge
Knowledge of: • system in place to manage maintenance of plant and equipment in the workplace, including programs, such as responsive, preventative and proactive maintenance as appropriate • responsibilities for participating in the maintenance program, including scope of operator responsibilities, roles of others involved in plant and equipment maintenance and procedures for raising maintenance orders where requirements are outside operator role • basic operating principles of equipment to be maintained • signs and symptoms of faulty equipment and early warning signs of potential problems • basic checks used to confirm the nature of maintenance requirements, including distinguishing between mechanical and electrical faults and identifying probable causes or conditions that may increase maintenance requirements of equipment used • procedures for issuing, maintaining and storing tools used • safe use of hand tools and measuring instrumentation relevant to maintenance responsibilities • lubrication requirements, including requirements to use food grade lubricants as required and consequences of using incorrect type or amount of lubricants • safe work procedures, including appropriate signage of maintenance activities as required, use of appropriate personal protective clothing and equipment, and awareness of safety hazards and controls relating to maintenance tasks • methods used to render equipment safe to work on or clean including lock out/tag out and isolation procedures (in some cases this may involve liaising with other maintenance operators) • procedures and inspections to be carried out to confirm that equipment is in operating order and all parts are accounted for • food safety risks arising from poor personal hygiene, cleaning and housekeeping practices and procedures associated with routine maintenance • maintenance planning, scheduling and recording procedures

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • identify routine maintenance tasks for machine or equipment • monitor operation and identify need for maintenance tasks • schedule maintenance tasks and communicate requirements with affected personnel • select and use appropriate hand tools to undertake routine maintenance • assess readiness for returning machine or equipment to operation or referring for further attention • complete maintenance documentation • apply safe work practices and identify OHS hazards and controls.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment • tools, equipment and supplies used in minor routine preventative maintenance • routine maintenance and lubrication schedules and procedures • equipment to be maintained • housekeeping standards and procedures • maintenance information recording system and procedures.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role.
Guidance information for	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over

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EVIDENCE GUIDE	
assessment	a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Routine maintenance	Routine maintenance is carried out according to company policies and procedures, licensing requirements, legislative requirements and industrial awards and agreements
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production log books • routine maintenance schedules • manufacturers' advice • condition monitoring information
Typical routine maintenance tasks	Typical routine maintenance tasks will depend on the workplace and may include: • replacement of consumable components, such as O-rings, hoses, filters and other 'bolt-on/bolt-off' equipment parts • lubrication of equipment and maintenance of fluid levels • simple adjustment, alignment or attachment of equipment components, parts, guides and sensors • clearing blocked nozzles, such as glue nozzles • positioning/attaching equipment components • carrying out basic maintenance on video inkjet

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RANGE STATEMENT	
	machines
Tools and materials	Tools and materials depend on the maintenance function and may include: • a limited range of hand tools, such as spanners and screwdrivers, grease guns, Allen keys and measuring and alignment equipment Materials may include: • lubricants and consumables for video inkjet printers
Inspections of equipment	Inspections of equipment may be carried out: • informally or as part of a structured program associated with proactive maintenance

Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP2013A Apply sampling procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to understand the requirements of sampling plans, and to collect and transfer samples to retain sample integrity.

Application of the Unit

Application of the unit	This unit has application in a food production environment. Operators requiring this competency would typically be required to follow specific sampling procedures, such as aseptic sampling. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply and reference to food safety is replaced by GMP.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for sampling	1.1. Sampling requirements are identified in accordance with the sampling plan 1.2. Sampling equipment, containers and labels are prepared
2. Collect samples	2.1. Samples are collected according to sampling procedures and the requirements of the sampling plan 2.2. Samples are handled and prepared to preserve sample and source integrity 2.3. Defects or abnormalities in source material and/or sample are identified and reported 2.4. Sample information is recorded according to workplace sample recording requirements 2.5. The work area is maintained according to housekeeping standards 2.6. Work is conducted in accordance with workplace environmental guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access and interpret sampling plan to identify sampling requirements
- select, fit and use personal protective clothing and/or equipment
- prepare for sampling to ensure required tools, containers and labels are available
- follow sampling procedures and the sampling plan to collect samples from the points, in the quantities and at the times specified
- identify atypical source materials and/or samples and take corrective action, such as reporting abnormalities, repeating sample collection and/or following intensive sampling schedules as required
- complete sample records according to workplace requirements, such as labelling samples as required
- transfer samples for testing
- maintain work area to meet housekeeping standards
- prepare samples according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- basic sampling principles, including the importance of following the sampling plan to obtain representative sampling reflecting characteristics of source material, the sample characteristics and related preservation, handling and storage requirements, and the labelling system purpose and requirements
- tests to be conducted on samples and related handling and preparation requirements and responsibilities
- characteristics of materials sampled and common contaminants and related conditions under which contamination is likely to occur
- sampling techniques relevant to samples collected, such as sterilisation methods and procedures
- the relationship between sampling, testing and production processes, including different sampling regimes that may apply in response to non-standard conditions or after corrective action is taken to adjust production outputs
- procedures and responsibility for reporting and recording sampling information, such as legislative requirements
- procedures for preparing samples where relevant

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • conduct pre-start checks on equipment used for collecting and handling samples • collect, handle and store samples according to sampling requirements and standards • take corrective action in response to typical defects and inconsistencies • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • sampling plan • documentation, including specifications, work instruction and other advice on sampling requirements • recording and reporting system • sampling instrumentation and containers as required • product/source material to be sampled.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Example could be: • MSL973001A Perform basic tests
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where

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EVIDENCE GUIDE	
	possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • sampling plans
Sampling requirements	Sampling requirements include: • sampling under standard conditions • sampling after processes are adjusted in response to variation or non-conformance
Sampling	Sampling typically occurs at a number of points and using a range of techniques
Maintenance of sample integrity	Maintenance of sample integrity may be achieved by: • use of appropriate personal protective clothing • use of clean sampling tools and containers (sterilised tools/containers for aseptic sampling) • temperature control • addition of preservatives as required

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RANGE STATEMENT	
Sampling techniques	Sampling techniques may include: • sub-sampling

Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP2019A Fill and close product in cans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down a primary packaging process that fills product into cans and hermetically seals containers using a closer or seamer.

Application of the Unit

Application of the unit	This unit has application in a food processing packing environment. It typically targets the production worker responsible for applying basic operating principles to the operation and monitoring of a filling and closing process and associated equipment. When batch or product changeover procedures are part of this work process, the procedures should be used to customise the application of this unit. Where more detailed changeovers are carried out, FDFOP2011A Conduct routine maintenance, should be considered.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the filling and closing process for operation	1.1. Materials and packaging components/consumables are confirmed and available to meet operating requirements 1.2. Cleaning and maintenance requirements and status are identified and confirmed 1.3. Machine components and related attachments are fitted and adjusted to meet operating requirements 1.4. Operating parameters are entered as required to meet safety and production requirements 1.5. Equipment performance is checked and adjusted as required 1.6. Pre-start checks are carried out as required by workplace requirements
2. Operate and monitor the filling process	2.1. The process is started and operated according to workplace procedures 2.2. Equipment is monitored to identify variation in operating conditions 2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements 2.4. The process is monitored to confirm that filled and

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ELEMENT	PERFORMANCE CRITERIA
	closed containers meet specifications 2.5. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification 2.6. The work area is maintained according to housekeeping standards 2.7. Work is conducted in accordance with workplace environmental guidelines 2.8. Workplace records are maintained according to workplace recording requirements
3. Monitor closure and seaming stage	3.1. The closing stage is monitored to confirm that closures and seams meet specifications 3.2. Out-of-specification process outcomes are identified, rectified and/or reported to maintain the process within specification 3.3. The workplace meets housekeeping standards 3.4. Workplace records are maintained according to workplace recording requirements
4. Shut down the filling and closing process	4.1. The appropriate shutdown procedure is identified 4.2. The process is shut down according to workplace procedures 4.3. Maintenance requirements are identified and reported

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • access workplace information to identify processing requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary materials and services • prepare/condition product for filling as required • conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters to suit filling requirements, cancelling isolation or lockouts as required, confirming that equipment is clean, correctly configured for filling and seaming requirements,

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REQUIRED SKILLS AND KNOWLEDGE

positioning sensors and controls correctly, ensuring any scheduled maintenance has been completed, and confirming that all safety guards are in place and operational
• start, operate, monitor and adjust the filling process and equipment to achieve required outcomes, including monitoring control points and conducting inspections as required to confirm process remains within specification, such as:
  • fill temperatures
  • headspace
  • vacuum
  • visual appearance of the product
  • line speed/throughput
• monitor supply and flow of materials to and from the process
• start, monitor and adjust the closer to confirm alignment and formation of the seam
• monitor control points and conduct inspections related to the seaming/closing process, including confirming that coding is correct
• take corrective action in response to out-of-specification results
• conduct product/batch changeovers
• respond to and/or report equipment failure within level of responsibility
• locate emergency stop functions on equipment
• follow isolation and lock out/tag out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
• complete workplace records as required
• demonstrate shift handover procedure
• maintain work area to meet housekeeping standards
• use process control systems according to enterprise procedures
• inspect seams according to enterprise procedures
• collect samples and conduct tests according to enterprise procedures
• clean and sanitise equipment according to enterprise procedures
• use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
• work cooperatively within a culturally diverse workforce

Required knowledge
Knowledge of: • purpose and basic principles of filling and closing, including the properties and requirements of packaging materials used, hermetic sealing and properties of containers used for this purpose, coding requirements and related legal requirements, such as product weight • the flow of this process and the effect of the filling and seaming process on downstream processes

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REQUIRED SKILLS AND KNOWLEDGE
• basic operating principles of equipment, such as main equipment components, status and purpose of guards, equipment operating capacities and applications, and the purpose and location of sensors and related feedback instrumentation • quality characteristics of the filled and closed container, including seam components and integrity requirements within level of responsibility for inspection • effect of raw material characteristics on filling and seaming • quality parameters for cans and ends • methods used to prepare product for filling • effect of process variables, such as headspace, fill temperature and vacuum on the process • operating requirements and parameters and corrective action required where operation is outside specified operating parameters, including restart procedures following a crash or jam up • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • techniques used to monitor the production/packing process, such as inspecting, measuring and testing as required by the process • inspection or test points (control points) in the process and the related procedures and recording requirements • contamination/food safety issues associated with filling and seaming and related control measures • common causes of variation and corrective action required • occupational health and safety (OHS) hazards and controls • requirements of different shutdowns as appropriate to the process and workplace production requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage • isolation, lock out and tag out procedures and responsibilities • product/process changeover procedures and responsibilities • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the process, including waste collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • sampling and testing procedures, where relevant, such as seam inspection procedures • cleaning and sanitation procedures where relevant

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • conduct pre-start checks on machinery used for filling and closing cans • start, operate, monitor and adjust process equipment to achieve required quality outcomes • take corrective action in response to typical faults and inconsistencies • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • safely shut down equipment • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment • work procedures, including advice on safe work practices, food safety, quality and environmental requirements • production schedule • information on equipment capacity and operating parameters • specifications, control points and operating parameters • filling and closing and related equipment and services • materials to be filled as required • packaging components/consumables • sampling schedules and test procedures and equipment as required • cleaning procedures, materials and equipment as

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EVIDENCE GUIDE	
	required • documentation and recording requirements and procedures.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2003A Clean equipment in place • FDFOP2004A Clean and sanitise equipment • FDFOP2011A Conduct routine maintenance • FDFOP2013A Apply sampling procedures • FDFOP2030A Operate a process control interface • MSL973001A Perform basic tests.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes: • the Food Standards Code, including labelling, weights and measures legislation • legislation covering food safety,

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RANGE STATEMENT	
	environmental management, OHS, anti-discrimination and equal opportunity
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules and instructions • batch/recipe instructions • manufacturers' advice • standard forms and reports
Product preparation	Product preparation can include: • acidifying • brining or syruping • exhausting
Product	Product may be hot or cold filled
Can seam components	Can seam components include: • body hook • end hook • countersink • seam thickness • seam juncture and overlap
Operation of equipment and processes	Operation of equipment and processes may require: • the use of process control panels and systems
Shutdown procedures	Shutdown procedures may include: • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)
Services	Services are appropriate to the process to be operated. Typical examples include: • power • steam • water • vacuum • compressed and instrumentation air

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Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP2023A Operate a packaging process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down a packaging process or sub-system.

Application of the Unit

Application of the unit	This unit has application in a food processing packing environment. It typically targets the worker responsible for applying basic operating principles to the operation and monitoring of a packing process and associated equipment. This unit is generic and should be customised for a given process. It should only be selected where no specific packaging unit is available. A packaging process may relate to primary and/or secondary packaging activities. It typically requires the operation of a series of related items of equipment to achieve the required outcome. Where a single item of packaging equipment is operated, refer to FDFOP1005A Operate basic equipment. When batch or product changeover procedures are part of this work process, the procedures should be used to customise the application of this unit. Where more detailed changeovers are carried out, FDFOP2011A Conduct routine maintenance, should be considered.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare the equipment and process for operation	1.1. Packaging components/consumables, materials and items to be packaged are confirmed and available to meet operating requirements 1.2. Cleaning and maintenance requirements and status are identified and confirmed 1.3. Machine components and related attachments are fitted and adjusted to meet operating requirements 1.4. Operating parameters are entered as required to meet safety and production requirements 1.5. Materials, product and packaging components/consumables are loaded or positioned as required to meet packaging requirements 1.6. Equipment performance is checked and adjusted as required

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ELEMENT	PERFORMANCE CRITERIA
	1.7. Pre-start checks are carried out as required by workplace requirements
2. Operate and monitor the process	2.1. The process is started and operated according to workplace procedures 2.2. Equipment is monitored to identify variation in operating conditions 2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements 2.4. The process is monitored to confirm that specifications are met 2.5. Out-of-specification process outcomes are identified, rectified and/or reported to maintain the process within specification 2.6. The work area is maintained according to housekeeping standards 2.7. Work is conducted in accordance with workplace environmental guidelines 2.8. Workplace records are maintained according to workplace recording requirements
3. Shut down the process	3.1. The appropriate shutdown procedure is identified 3.2. The process is shut down according to workplace procedures 3.3. Maintenance requirements are identified and reported according to workplace reporting requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • access workplace information to identify packaging requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary packaging components/consumables, materials and services • conduct pre-start checks, such as inspecting equipment condition to identify any

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REQUIRED SKILLS AND KNOWLEDGE
signs of wear, setting coders and printers, selecting appropriate equipment settings and/or related parameters, cancelling isolation or lockouts as required, confirming that equipment is clean and correctly configured for packaging requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been completed, and confirming that all safety guards are in place and operational • start, operate, monitor and adjust packaging equipment to achieve required outcomes., such as packaging components/consumables and/or product, and monitoring control points (e.g. weights, codes, placement, glue temperatures, alignment and appearance, configuration and seal integrity) as required to confirm process remains within specification • monitor supply and flow of materials to and from the process • take corrective action in response to out-of-specification results • respond to and/or report equipment failure within level of responsibility • locate emergency stop functions on equipment • follow isolation and lock out/tag out procedures as required to take packaging equipment off-line in preparation for cleaning and/or maintenance within level of responsibility • demonstrate batch/process changeovers • complete workplace records as required • maintain work area to meet housekeeping standards • use process control systems according to enterprise procedures • integrity testing of packaging according to enterprise procedures • carry out routine maintenance according to enterprise procedures • clean and sanitise equipment according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Required knowledge
Knowledge of: • purpose and basic principles of the packaging process, including the purpose and characteristics required of packaging materials used and the principles of the packaging process used (where methods involve vacuum or map packaging, it includes an understanding of the effect of modified atmosphere on product shelf-life) • product and packaging coding requirements and related legal requirements, including product weight • basic operating principles of equipment, such as main equipment components, status and purpose of guards, equipment operating capacities and applications, and the purpose and location of sensors and related feedback instrumentation • services required and action to take if services are not available

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REQUIRED SKILLS AND KNOWLEDGE
• the flow of processes supplying the packaging process and the effect of outputs on downstream processes • quality characteristics required of the packaging process, such as seal integrity requirements • effect of variation in inputs, such as packaging components/consumables, materials and/or services, on process performance • operating requirements and parameters and corrective action required where operation is outside specified operating parameters, including restart procedures following a crash or jam up • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • methods used to monitor the packaging process, such as visual inspecting, and measuring and testing as required by the process • inspection or test points (control points) in the process and the related procedures and recording requirements • contamination/food safety risks related to stages in the packaging process and related control measures • common causes of variation and corrective action required • occupational health and safety (OHS) hazards and controls • requirements of different shutdowns as appropriate to the packaging process, including emergency and routine shutdowns and procedures to follow in the event of a power outage, and conducting basic equipment referencing where required • product/packaging changeover procedures and responsibilities • isolation, lock out and tag out procedures and responsibilities • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the process, including waste/rework collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • routine maintenance procedures where relevant • packaging integrity testing where relevant • cleaning and sanitation procedures where relevant

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • conduct pre-start checks on machinery used for packing • start, operate, monitor and adjust process equipment to achieve required quality outcomes • take corrective action in response to typical faults and inconsistencies • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • safely shut down equipment • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment • work procedures, including advice on safe work practices, food safety, quality and environmental requirements • information on equipment capacity and operating parameters • specifications, control points and operating parameters • packaging and related equipment and services • materials to be packaged and packaging components/consumables as required • sampling schedules and test procedures and equipment as required • documentation and recording requirements and procedures • cleaning procedures, materials and equipment as required.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2004A Clean and sanitise equipment

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EVIDENCE GUIDE	
	• FDFOP2011A Conduct routine maintenance • FDFOP2013A Apply sampling procedures • FDFOP2030A Operate a process control interface • MSL973001A Perform basic tests.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes: • the Food Standards Code, including labelling, weights and measures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply in place of the Australian Food Standards Code and reference to food safety is replaced by GMP
Workplace information	Workplace information may include:

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RANGE STATEMENT	
	• standard operating procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • standard forms and reports
Typical equipment	Typical equipment that may form a packaging sub-system includes: • conveyor systems • filling • sealing • wrapping • thermo-form equipment • case packers • bundlers • ink jet coders • labellers • palletisers • shrink wrappers • strappers
Packaging	Packaging may include: • vacuum packing • modified atmosphere packaging (MAP) • blister packaging or over wrapping
Operation of equipment and processes	Operation of equipment and processes may require: • the use of process control panels and systems
Shutdown procedures	Shutdown procedures may include: • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)

Unit Sector(s)

Unit sector	Operational

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP2028A Operate a mixing or blending process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to combine ingredients and additives in the correct quantities and sequence and to operate and shut down mixing and blending equipment to achieve the required mix characteristics.

Application of the Unit

Application of the unit	This unit has application in a production environment within the food processing industry. Mixes may include concentrated pre-mixes or bulk blends. The output of this process may be a product requiring further processing or for external use. This unit is appropriate to select where the mixing or blending process is a stand-alone process and involves an understanding of addition method and sequence. Where mixing is an in-line component of a larger process, this unit is not appropriate. Where the mixing process does not require a detailed understanding of sequencing or ingredient characteristics, FDFOP1004A Prepare basic mixes, may be more appropriate. When operators are required to perform batch or product changeover procedures as part of this work process, the procedures should be used to customise the application of this unit. Where more detailed changeovers are carried out, FDFOP2011A Conduct routine maintenance, should be selected.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare the mixing or blending equipment and process for operation	1.1. Materials are confirmed and available to meet production requirements 1.2. Pre-mixes are prepared as required 1.3. Cleaning and maintenance requirements and status are identified and confirmed 1.4. Machine components and related attachments are fitted and adjusted to meet operating requirements 1.5. Processing or operating parameters are entered as required to meet production requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.6. Equipment performance is checked and adjusted as required 1.7. Pre-start checks are carried out as required by workplace requirements
2. Operate and monitor the mixing or blending process	2.1. Ingredients and additives are delivered to the mixer in the required quantities and sequence to meet recipe specifications 2.2. The mixing or blending process is started and operated according to workplace procedures 2.3. Equipment is monitored to identify variation in operating conditions 2.4. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements 2.5. The mixing process is monitored to confirm that specifications are met 2.6. Out-of-specification product or process outcomes are identified, rectified and/or reported to maintain the process within specification 2.7. Mix is transferred to required production or storage location 2.8. The work area is maintained according to housekeeping standards 2.9. Work is conducted in accordance with workplace environmental guidelines 2.10. Workplace records are maintained according to workplace recording requirements
3. Shut down the mixing or blending process	3.1. The appropriate shutdown procedure is identified 3.2. The process is shut down according to workplace procedures 3.3. Maintenance requirements are identified and reported

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE

Ability to:

- access workplace information to identify mixing/blending requirements
- select, fit and use personal protective clothing and/or equipment
- confirm supply of necessary materials and services
- conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lockouts as required, confirming that equipment is clean and correctly configured for processing requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational
- add/load materials in correct quantities and sequence, such as monitoring automatic ingredient addition and/or manual addition
- start, monitor and adjust mixing or blending process equipment to achieve required outcomes,including monitoring flow rates/quantity, time or temperature and mix/blending settings
- monitorcontrol points and conduct inspections as required to confirm process remains within specification
- monitor supply and flow of ingredients and additives to and from the mixing or blending process
- pace mixing/blending to meet production requirements
- take corrective action in response to out-of-specification results
- respond to and/or report equipment failure within level of responsibility
- locate emergency stop functions on equipment
- follow isolation and lock out or tag out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- complete workplace records as required
- demonstrate batch or product changeovers
- maintain work area to meet housekeeping standards
- use process control systems according to enterprise procedures
- collect samples and conduct tests according to enterprise procedures
- label and store pre-mixes and/or mixes according to enterprise procedures
- conduct routine maintenance according to enterprise procedures
- clean and sanitise equipment according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

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REQUIRED SKILLS AND KNOWLEDGE

- purpose and basic principles of preparing mixes and blends, including the characteristics and basic function of ingredients and additives used, method and sequence of ingredient addition required to achieve required blend characteristics, and where relevant, the purpose of conditioning, maturation or holding stages required prior to further processing of the mix
- basic understanding of specific gravity and bulk density as appropriate for ingredients used
- basic operating principles of mixing/blending equipment, including main equipment components, status and purpose of guards, equipment operating capacities and applications, the purpose and location of sensors and related feedback instrumentation, and awareness of calibration schedules for scales and related weighing/measuring equipment
- services required and action to take if services are not available
- the flow of the mixing process and the effect of mix preparation on downstream processes
- procedures for requisitioning, receiving and returning ingredients from stores
- ingredient handling requirements and shelf-life or coding
- quality characteristics required of ingredients and additives and their effect on mixing process performance, including methods used to condition or prepare ingredients prior to addition
- methods used to monitor the blending or mixing process, including inspecting, measuring, and testing as required by the process
- inspection or test points (control points) in the process and the related procedures and recording requirements, such as:
  - flow rates
  - ingredient/additive addition sequence
  - times/temperatures and agitator speeds
  - required characteristics of blend, such as viscosity, appearance and temperature
- required attributes of the mixed or blended output, such as chemical, texture and flavour profiles as required
- the effect of the mixing or blending parameters, such as temperature and length of mix time on mixing outcome
- contamination and food safety risks associated with the process and related control measures, including product compatibility and cross contamination risks and associated cleaning requirements, as well as common allergens used in mixes prepared
- operating requirements and parameters and corrective action required where operation is outside specified operating parameters
- typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems
- common causes of variation and corrective action required
- occupational health and safety (OHS) hazards and controls
- requirements of different shutdowns as appropriate to the blending or mixing

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REQUIRED SKILLS AND KNOWLEDGE
process and workplace production requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage • product or process changeover procedures and responsibilities • isolation, lock out and tag out procedures and responsibilities • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the mixing or blending process, including waste or rework collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • characteristics of solutions, suspensions and emulsions where relevant • sampling and testing associated with process monitoring and control where relevant • product labelling and storage requirements where relevant • routine maintenance procedures where relevant • cleaning and sanitation procedures where relevant

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • prepare premixes for mixing or blending • conduct pre-start checks on machinery used for mixing or blending • start, operate, monitor and adjust process equipment to achieve required quality outcomes • take corrective action in response to typical faults and inconsistencies • complete workplace records as required • apply safe work practices and identify OHS hazards

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EVIDENCE GUIDE	
	and controls • safely shut down equipment • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment • work procedures including advice on safe work practices, food safety, quality and environmental requirements, stock flow systems, production schedules, batch/recipe instructions • information on equipment capacity and operating parameters • production schedule/batch/recipe instructions • specifications, control points and processing parameters • mixing/blending process equipment, services and related storage facilities as required • ingredients and additives required for the mixing/blending process • sampling schedules and test procedures and equipment as required • cleaning procedures, materials and equipment as required.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2003A Clean equipment in place • FDFOP2004A Clean and sanitise equipment • FDFOP2011A Conduct routine maintenance • FDFOP2013A Apply sampling procedures • FDFOP2030A Operate a process control interface • PMLTEST300B Perform basic tests.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes: • the Food Standards Code, including labelling, weights and measures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply in place of the Food Standards Code and reference to food safety is replaced by GMP
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • consignment notes • verification procedures • standard forms and reports
Mixing or blending equipment	Equipment typically includes: • measuring and weighing equipment, such as scales, load cells • dosing equipment • mixers • pumps • in-line homogenisers

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RANGE STATEMENT	
	• conveyors • bulk materials transfer and materials handling equipment • storage facilities Common mixer types include: • ribbon and vertical screw mixers/conveyors
Mixes	Mixes typically includes: • concentrated pre-mixes • pastes and cocktails • bulk mixes/blends Materials may include: • bulk and non-bulk ingredients and additives
Processes	Where this unit applies to preparation of dough, related processes may include: • extruding • stamping • cutting Where this unit applies to cake and confectionery mix preparation, related processes may include: • aeration
Ingredient addition	Ingredient addition may involve operation of: • automatic materials transfer equipment • dosing equipment and/or be manually loaded
Operation of equipment and processes	Operation of equipment and processes may require: • the use of process control panels and systems
Shutdown procedures	Shutdown procedures may include: • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)
Services	Services are appropriate to the process to be operated. Typical examples include: • power • steam • fuel • vacuum

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RANGE STATEMENT	
	• compressed and instrumentation air

Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP2036A Operate an extrusion process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down an extrusion process. This unit refers to both wet and dry extrusion processes.

Application of the Unit

Application of the unit	This unit has application in a food processing production environment. It typically targets the production worker responsible for applying basic operating principles to the operation and monitoring of an extrusion process and associated equipment. When operators are required to perform batch or product changeover procedures as part of this work process, the procedures should the application of this unit. Where more detailed changeovers are carried out, FDFOP2011A Conduct routine maintenance, should be selected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the extrusion equipment and process for operation	1.1. Materials are confirmed and available to meet operating requirements 1.2. Machine components and related attachments are selected and fitted to meet operating requirements 1.3. Processing and operating parameters are entered as required to meet safety and production requirements 1.4. Equipment performance is checked and adjusted as required 1.5. Pre-start checks are carried out as required by workplace requirements
2. Operate and monitor the extrusion process	2.1. Ingredients and additives are delivered to the extrusion process in the required quantities and sequence 2.2. Preparation of the mass is monitored to confirm that specifications are met and mass is suitable for extrusion 2.3. The extrusion process is operated according to workplace procedures 2.4. Equipment is monitored to identify variation in operating conditions 2.5. Variation in equipment operation is identified and

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ELEMENT	PERFORMANCE CRITERIA
	maintenance requirements are reported according to workplace reporting requirements 2.6. The extruded product is monitored to confirm that specifications are met 2.7. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification 2.8. The work area is maintained according to housekeeping standards 2.9. Work is conducted in accordance with workplace environmental guidelines 2.10. Workplace records are maintained according to workplace recording requirements
3. Shut down the extrusion process	3.1. The appropriate shutdown procedure is identified 3.2. The process is shut down according to workplace procedures 3.3. Maintenance requirements are identified and reported according to workplace reporting requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access workplace information to identify processing requirements
- select, fit and use personal protective clothing and/or equipment
- confirm supply of necessary materials/ingredients and services
- conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting and fitting appropriate attachments where required, setting processing parameters, cancelling isolation or lockouts as required, confirming that equipment is clean and correctly configured for processing requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational
- start, operate, monitor and adjust process equipment to achieve required outcomes, including monitoring control points and conducting inspections as required at each stage of the extrusion process to confirm process remains within specification, such

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REQUIRED SKILLS AND KNOWLEDGE
as: • parameters such as throughput • load/work input as measured by rpm (revs per minute) • kilowatts • amps and/or Hz (hertz) at each stage of the process • monitor supply of materials to and from the extrusion process • take corrective action in response to out-of-specification results • respond to and/or report equipment failure within level of responsibility • locate emergency stop functions on equipment • follow isolation and lock out/tag out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility • demonstrate batch/product changeovers • complete workplace records as required • maintain work area to meet housekeeping standards • use process control systems according to enterprise procedures • conduct routine maintenance according to enterprise procedures • collect samples and conduct tests according to enterprise procedures • clean and sanitise equipment according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Required knowledge
Knowledge of: • purpose and basic principles of each part of the process, including the purpose and methods used to achieve each stage of the extrusion process • basic operating principles of equipment, including main equipment components, status and purpose of guards, equipment operating capacities and applications, and the purpose and location of sensors and related feedback instrumentation • services required and action to take if services are not available • the flow of the extrusion process and the effect of outputs on downstream processes • quality characteristics of extruded output, including required characteristics of mass or blend to be extruded, such as: • gelatinisation and viscosity • dimensions, texture and hardness of extruded product • moisture content • effect of variation in inputs and/or services on process performance • operating requirements and parameters and corrective action required where

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REQUIRED SKILLS AND KNOWLEDGE
operation is outside specified operating parameters, including the effect of variation in key variables, such as: • throughput and work input at each stage of the process • effect of time and temperature • barrel pressures and temperatures at each zone • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems, such as: • screw and barrel assembly wear • die plate wear • wear of conditioner paddles • extruder knife condition • methods used to monitor the extrusion process, such as inspecting, measuring and testing as required by the process • inspection or test points (control points) in the process and the related procedures and recording requirements • common causes of variation and corrective action required • contamination risks related to the extrusion process and related control measures • occupational health and safety (OHS) hazards and controls • requirements of different shutdowns as appropriate to the process and workplace production requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage • product/process changeover procedures and responsibilities • isolation, lock out and tag out procedures and responsibilities • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the extrusion process, including waste/rework collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panelsand systems and the physical equipment • sampling and testing associated with process monitoring and controlwhere relevant • routine maintenance procedures where relevant • cleaning and sanitation procedureswhere relevant

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • conduct pre-start checks on machinery used for extrusion • start, operate, monitor and adjust process equipment to achieve required quality outcomes • take corrective action in response to typical faults and inconsistencies • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • safely shut down equipment • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment • work procedures, including advice on safe work practices, food safety, quality and environmental requirements • information on equipment capacity and operating parameters • production schedule/batch instructions • specifications, control points and processing parameters • extrusion and related equipment and services • ingredients/blend/mass to be extruded • sampling schedules and test procedures and equipment as required • documentation and recording requirements and procedures • cleaning procedures, materials and equipment as required.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be:

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EVIDENCE GUIDE	
	• FDFOP2003A Clean equipment in place • FDFOP2004A Clean and sanitise equipment • FDFOP2011A Conduct routine maintenance • FDFOP2013A Apply sampling procedures • FDFOP2030A Operate a process control interface • MSL973001A Perform basic tests .
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to the industry includes: • the Food Standards Code including labelling, weights and measures legislation • legislation covering food safety, environmental management, occupational health and safety, anti-discrimination and equal opportunity When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply in place of the Australian Food Standards Code and reference to food safety is replaced by GMP

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RANGE STATEMENT	
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • standard forms and reports
Extrusion process	The extrusion process typically includes: • feeding/dosing • conditioning/cooking • mixing • extruding • drying and cooling It may also involve screening/sieving, a final additive addition stage and further processing, such as sheeting or aeration according to product type
Extrusion equipment	Extrusion equipment may include: • ingredients handling and addition equipment • mixers • conditioners • cookers • dryers and coolers Some systems may also include: • expanders • oil coating systems • screens and sieves • sheeting • cutting/stamping equipment • tray feeders/take off • stackers
Operation of equipment and processes	Operation of equipment and processes may require: • the use of process control panels and systems
Shutdown procedures	Shutdown procedures may include: • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)

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RANGE STATEMENT	
Services	Services may need to be confirmed. These depend on the nature of the process. Typical examples include: • power • steam • water • vacuum • compressed and instrumentation air

Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP2040A Operate a heat treatment process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down a heat treatment process.

Application of the Unit

Application of the unit	This unit has application in a food processing production environment. It typically targets the production worker responsible for applying basic operating principles to the operation and monitoring of a heat treatment process and associated equipment. Heat treatment can include hot fill, aseptic processing, pasteurisation, ultra-high temperature (UHT) and high temperature short time (HTST) processing. When batch or product changeover procedures are part of this work process, the procedures should be used to customise the application of this unit. Where more detailed changeovers are carried out, FDFOP2011A Conduct routine maintenance, should be considered. Note that this unit overlaps with FDFOP2041A Operate a mixing or blending and cooking process. For further information refer to advice on unit duplication in the section on qualification arrangements.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare the heat treatment process for operation	1.1. Materials are confirmed and available to meet operating requirements 1.2. Cleaning and maintenance requirements and status are identified and confirmed 1.3. Processing/operating parameters are entered as required to meet safety and production requirements 1.4. Equipment performance is checked and adjusted as required 1.5. Pre-start checks are carried out as required by workplace requirements
2. Operate and monitor the heat treatment process	2.1. The process is started and operated according to workplace procedures 2.2. Equipment is monitored to identify variation in

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ELEMENT	PERFORMANCE CRITERIA
	operating conditions 2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements 2.4. The process is monitored to confirm that temperature specifications are met 2.5. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification 2.6. The work area is maintained according to housekeeping standards 2.7. Work is conducted in accordance with workplace environmental guidelines 2.8. Workplace records are maintained according to workplace recording requirements
3. Shut down the heat treatment process	3.1. The appropriate shutdown procedure is identified 3.2. The process is shut down according to workplace procedures 3.3. Maintenance requirements are identified and reported according to workplace reporting requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • access workplace information to identify heat treatment requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary materials and services • prepare materials as required • conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lockouts as required, confirming that equipment is clean and correctly configured for processing requirements,positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational

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REQUIRED SKILLS AND KNOWLEDGE

- start, operate, monitor and adjust the heat treatment process and equipment to achieve required outcomes, including monitoring control points and conducting inspections as required to confirm process remains within specification, such as:
  - time and temperature
  - pressure
  - flow rates
  - flow diversion
- monitor supply and flow of materials to and from the process
- take corrective action in response to out-of-specification results
- respond to and/or report equipment failure within level of responsibility
- locate emergency stop functions on equipment
- follow isolation and lock out/tag out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- demonstrate procedure to clean and sanitise equipment
- complete workplace records as required
- maintain work area to meet housekeeping standards
- control related holding and cooling stages according to enterprise procedures
- use process control systems according to enterprise procedures
- conduct routine maintenance according to enterprise procedures
- conduct product/batch changeovers according to enterprise procedures
- collect samples and conduct tests according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- purpose and basic principles of heat treatment, including the effect of heat treatment on product and on microbiological characteristics
- the relationship between time, temperature and pressure in the heat treatment process, such as associated holding and cooling profiles according to product requirements
- basic operating principles of equipment, such as main equipment components, types and characteristics of heating mediums used, status and purpose of guards, equipment operating capacities and applications, and the purpose and location of sensors and related feedback instrumentation
- the flow of the heat treatment process and the effect of product output on downstream processes
- quality characteristics required of the heat treated product

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REQUIRED SKILLS AND KNOWLEDGE
• effect of raw material characteristics on the heat treatment process, such as variation in viscosity/texture, microbial load and acidity • heat treatment requirements for food to be treated, such as low and/or high acid foods • operating requirements and parameters and corrective action required where operation is outside specified operating parameters • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • methods used to monitor the heat treatment process, such as inspecting, measuring and testing as required by the process • inspection or test points (control points) in the process and the related procedures and recording requirements • contamination/food safety risks associated with the process and related control measures • common causes of variation and corrective action required • operational health and safety (OHS) hazards and controls, including the limitations of protective clothing and equipment relevant to the work process • requirements of different shutdowns as appropriate to the process and workplace production requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage • isolation, lock out and tag out procedures and responsibilities • procedures and responsibility for reporting production and performance information • cleaning and sanitation procedures • environmental issues and controls relevant to the heat treatment process, including waste/rework collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • product/process changeover procedures and responsibilitieswhere relevant • routine maintenance procedures where relevant • sampling and testing associated with process monitoring and controlwhere relevant

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that

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EVIDENCE GUIDE	
	recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • conduct pre-start checks on machinery used for heat treatment • start, operate, monitor and adjust process equipment to achieve required quality outcomes • take corrective action in response to typical faults and inconsistencies • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • safely shut down equipment • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment • work procedures including advice on safe work practices, food safety, quality and environmental requirements • information on equipment capacity and operating parameters • production schedule/batch instructions • specifications, control points and processing parameters • heat treatment process and related equipment and services • materials to be heat treated • sampling schedules and test procedures and equipment as required • documentation and recording requirements and procedures • cleaning procedures, materials and equipment as required.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2003A Clean equipment in place

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EVIDENCE GUIDE	
	• FDFOP2004A Clean and sanitise equipment • FDFOP2011A Conduct routine maintenance • FDFOP2013A Apply sampling procedures • FDFOP2030A Operate a process control interface • MSL973001A Perform basic tests.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes: • the Food Standards Code, including labelling, weights and measures legislation • legislation covering food safety, environmental management, occupational health and safety, anti-discrimination and equal opportunity When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply in place of the Australian Food Standards Code and reference to food safety is replaced by GMP

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RANGE STATEMENT	
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules and instruction, • manufacturers' advice • standard forms and reports
Heat treatment equipment	Heat treatment equipment may include: • pumps • heat exchangers • holding and cooling stages • filters and clarifiers • direct steam injection equipment
Operation of equipment and processes	Operation of equipment and processes may require: • the use of process control panels and systems
Shutdown procedures	Shutdown procedures may include: • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)
Services	Services may need to be confirmed. These depend on the nature of the process. Typical examples include: • power • steam • water • vacuum • compressed and instrumentation air

Unit Sector(s)

Unit sector	Operational

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP2044A Operate a retort process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down a retort or cooker.

Application of the Unit

Application of the unit	This unit has application in a food production environment. It typically targets the production worker responsible for applying basic operating principles to the operation and monitoring of a retort process. When batch or product changeover procedures are part of this work process, the procedures should be used to customise the application of this unit. Where more detailed changeovers are carried out, FDFO2011A Conduct routine maintenance, should be considered.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the retort equipment and process for operation	1.1. Materials are confirmed and available to meet operating requirements 1.2. Cleaning and maintenance requirements and status are identified and confirmed 1.3. Processing/operating parameters are entered as required to meet safety and production requirements 1.4. Equipment performance is checked and adjusted as required 1.5. Pre-start checks are carried out as required by workplace requirements
2. Operate and monitor the retort process	2.1. The process is started and operated according to workplace procedures 2.2. Equipment is monitored to identify variation in operating conditions 2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements 2.4. The process is monitored to confirm that specifications are met 2.5. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification 2.6. The work area is maintained according to

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ELEMENT	PERFORMANCE CRITERIA
	housekeeping standards 2.7. Work is conducted in accordance with workplace environmental guidelines 2.8. Workplace records are maintained according to workplace recording requirements
3. Shut down the retort process	3.1. The appropriate shutdown procedure is identified 3.2. The process is shut down according to workplace procedures 3.3. Maintenance requirements are identified and reported according to workplace reporting requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access workplace information to identify processing requirements
- select, fit and use personal protective clothing and/or equipment
- confirm supply of necessary materials and services, including confirming container coding, and treating or confirming availability of treated cooling water
- conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lockouts as required, confirming that equipment is clean and correctly configured for processing requirements,positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational
- start, operate, monitor and adjust the cooking and cooling process equipment to achieve required outcomes, including monitoring control points and conducting inspections as required to confirm process remains within specification, such as:
  - time
  - temperature
  - pressure at each stage
- cool, clean and handle post-treated containers to meet requirements
- monitor supply and flow of materials to and from the process
- take corrective action in response to out-of-specification results
- respond to and/or report equipment failure within level of responsibility

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REQUIRED SKILLS AND KNOWLEDGE

- demonstrate batch changeovers
- locate emergency stop functions on equipment
- follow isolation and lock out/tag out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- complete workplace records as required
- maintain work area to meet housekeeping standards
- use process control systems according to enterprise procedures
- conduct routine maintenance according to enterprise procedures
- collect samples and conduct tests according to enterprise procedures
- clean and sanitise equipment according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- purpose and basic principles of heat treatment and retort process, including the relationship between time and temperature in the retort process, and the changes and requirements of each stage, such as cooking, cooling and post-treatment container handling
- the purpose and requirements of container coding
- basic operating principles of equipment, such as main equipment components (e.g. thermometers, chart recorder, temperature control system, clock and pressure gauges), status and purpose of guards, equipment operating capacities and applications, and the purpose and location of sensors and related feedback instrumentation
- the flow of the retort process and the effect of product output on downstream processes
- quality characteristics required of the retorted product
- effect of raw material characteristics on process performance
- operating requirements and parameters and corrective action required where operation is outside specified operating parameters
- typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems
- techniques used to monitor the retort process, such as inspecting, measuring and testing as required by the process
- inspection or test points (control points) in the process and the related procedures and recording requirements
- contamination/food safety risks associated with the process and related control measures, including both the risks of contamination related to processing and to

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REQUIRED SKILLS AND KNOWLEDGE
post-processing handling of containers • common causes of variation and corrective action required, including the effects of variables, such as container size, product particulates, pH, water activity, time/temperature and pressure on process outcomes • operational health and safety (OHS) hazards and controls • requirements of different shutdowns as appropriate to the process and workplace production requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage • isolation, lock out and tag out procedures and responsibilities • product/process changeover procedures and responsibilities • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the process, including waste/rework collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • sampling and testing associated with process monitoring and controlwhere relevant • routine maintenance procedures where relevant • cleaning and sanitation procedureswhere relevant

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • conduct pre-start checks on machinery used for retorting • start, operate, monitor and adjust process equipment to achieve required quality outcomes • take corrective action in response to typical faults and inconsistencies

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EVIDENCE GUIDE	
	• complete workplace records as required • apply safe work practices and identify OHS hazards and controls • safely shut down equipment • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment • work procedures, including advice on safe work practices, food safety, quality and environmental requirements • information on equipment capacity and operating parameters • production schedule/batch instructions • specifications, control points and processing parameters • retort process and related equipment and services • materials to be processed • sampling schedules and test procedures and equipment as required • documentation and recording requirements and procedures • cleaning procedures, materials and equipment as required.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2004A Clean and sanitise equipment • FDFOP2011A Conduct routine maintenance • FDFOP2013A Apply sampling procedures • FDFOP2030A Operate a process control interface • MSL973001A Perform basic tests.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes: • the Food Standards Code, including labelling, weights and measures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • standard forms and reports
Retort/cooker equipment	Retort/cooker equipment includes: • static and batch retorts • continuous retorts, including hydrostatic cookers with or without over-pressure • coding and materials handling equipment
Equipment components	Equipment components typically include: • vents • bleeders • spreaders • time and temperature measurement instrumentation
Process stages	Process stages typically include:

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RANGE STATEMENT	
	• cooking • cooling • post-cooling container handling
Operation of equipment and processes	Operation of equipment and processes may require: • the use of process control panels and systems
Shutdown procedures	Shutdown procedures may include: • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)
Services	Services may need to be confirmed. These depend on the nature of the process. Typical examples include: • power • steam • water • vacuum • compressed and instrumentation air

Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP2045A Operate pumping equipment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to inspect, operate and monitor pumps and related equipment.

Application of the Unit

Application of the unit	This unit has application in a food production environment. It typically targets the production worker responsible for applying basic operating principles to the operation and monitoring of pumping equipment. This unit should be selected where an operator requires an understanding of the operating principles and components of pumps/the pumping system and related equipment in order to carry out work requirements. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply and reference to food safety is replaced by GMP.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare pumps for operation	1.1. Pre-start checks on pumps and related equipment are carried out 1.2. Appropriate settings are selected to meet safety and production requirements 1.3. Condition of pumps and related equipment is monitored and maintenance requirements are identified and reported according to workplace reporting requirements
2. Monitor pump operation	2.1. Pumps and related equipment are started and monitored to identify variation in operating conditions 2.2. Corrective action is taken as required to maintain pump operation within equipment capacity and operating parameters
3. Complete pump operations	3.1. Pumps are prepared for cleaning and/or maintenance 3.2. Work is conducted in accordance with workplace environmental guidelines

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access workplace information to identify pumping requirements
- select, fit and use personal protective clothing and/or equipment
- confirm supply of materials to be pumped and necessary services
- conduct pre-start checks, such as inspecting pump flanges, gaskets and seals to identify any signs of wear, checking related valve assemblies to identify any signs of leaks, cancelling isolation or lockouts as required (where pumps have variable settings, this involves selecting appropriate settings and confirming that related pipework is correctly configured for pumping requirements)
- monitor and adjust pump operation as required, such as identifying variation in amperage and adjusting pump speeds/flow rates to meet pumping requirements
- monitor supply and flow of materials to and from the pump
- follow isolation and lock out/tag out procedures as required to take pumps and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility (preparation of equipment may include flushing or pigging related lines and pipework, and removal of faceplate)
- respond to and/or report pump equipment failure within level of responsibility
- locate stop and reset functions on pumps
- maintain work area to meet housekeeping standards
- operate pumps using process control systems according to enterprise procedures
- conduct routine pump maintenance according to enterprise procedures
- clean pumps and related equipment according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- basic operating principles of pumps and related equipment, including main pump components, status and purpose of guards, pump system configuration, including valves, taps and pipework
- the effect of pumping system design on operating performance, including flow resistance, pressure and head

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REQUIRED SKILLS AND KNOWLEDGE
• operating capacities of pumps used in the work area, including different pump types as required to perform pumping operations where relevant • effect of raw material characteristics on pump performance, including variables such as soluble solids, temperature and viscosity • effect of pump operating parameters on product/materials pumped • corrective action required where pump operation is outside specified operating parameters • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • services required • isolation, lock out and tag out procedures and responsibilities • operational health and safety (OHS) hazards and controls • procedures and responsibility for reporting problems • environmental issues and controls, including action required in the event of significant leaks or spills • basic operating principles of process control where relevant, including the relationship between control panels and systems and the physical equipment • routine pump maintenance requirements and procedureswhere relevant • cleaning procedureswhere relevant

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • conduct pre-start checks on pumps • start, operate, monitor and adjust pumps to achieve required quality outcomes • take corrective action in response to typical faults and inconsistencies • complete workplace records as required

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EVIDENCE GUIDE	
	• apply safe work practices and identify OHS hazards and controls • safely shut down equipment • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment • work procedures including advice on safe work practices, food safety, quality and environmental requirements • information on equipment capacity and operating parameters • pumps, related equipment and services • materials to be pumped • routine preventative maintenance schedule as required • cleaning procedures, materials and equipment as required.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2004A Clean and sanitise equipment FDFOP2008A Operate a bulk liquid transfer process • FDFOP2011A Conduct routine maintenance • FDFOP2030A Operate a process control interface.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • standard forms and reports
Pumps	Pumps may include but are not limited to: • centrifugal pumps • reciprocating or positive displacement pumps • diaphragm pumps • helical screw pumps • electrical submersible pumps
Related equipment	Related equipment may include: • valves • gauges • flow meters • pipework • screens • filters
Pump operation	Pump operation may require: • the use of process control screens and systems

Unit Sector(s)

Unit sector	Operational

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP2046A Operate a production process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to set up, monitor, and adjust a production process or sub-system.

Application of the Unit

Application of the unit	This unit is generic and should be customised for a given process. It must only be selected where no process-specific unit is available. This unit has application in a food processing environment. It typically targets the production worker responsible for applying basic operating principles to the operation and monitoring of a production process and associated equipment. When batch or product changeover procedures are part of this work process, the procedures should be used to customise the application of this unit. Where more detailed changeovers are carried out, FDFOP2011A Conduct routine maintenance, should be considered.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare the equipment and process for operation	1.1. Materials are confirmed and available to meet operating requirements 1.2. Cleaning and maintenance requirements and status are identified and confirmed 1.3. Machine components and related attachments are fitted and adjusted to meet operating requirements 1.4. Processing/operating parameters are entered as required to meet safety and production requirements 1.5. Equipment performance is checked and adjusted as required 1.6. Pre-start checks are carried out as required by workplace requirements
2. Operate and monitor the process	2.1. The process is started and operated according to workplace procedures 2.2. Equipment is monitored to identify variation in

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ELEMENT	PERFORMANCE CRITERIA
	operating conditions 2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements 2.4. The process is monitored to confirm that specifications are met 2.5. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification 2.6. The work area is maintained according to housekeeping standards 2.7. Work is conducted in accordance with workplace environmental guidelines 2.8. Workplace records are maintained according to workplace recording requirements
3. Shut down the process	3.1. The appropriate shutdown procedure is identified 3.2. The process is shut down according to workplace procedures 3.3. Maintenance requirements are identified and reported according to workplace reporting requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • access workplace information to identify processing requirements • select, fit and use personal protective clothing and/or equipment • confirm supply of necessary materials and services • conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lockouts as required, confirming that equipment is clean and correctly configured for processing requirements,positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational • start, operate, monitor and adjust process equipment to achieve required outcomes, including monitoring control points and conducting inspections as required to

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REQUIRED SKILLS AND KNOWLEDGE
confirm process remains within specification • monitor supply and flow of materials to and from the process • take corrective action in response to out-of-specification results • respond to and/or report equipment failure within level of responsibility • locate emergency stop functions on equipment • follow isolation and lock out/tag out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility • complete workplace records as required • maintain work area to meet housekeeping standards • use process control systems according to enterprise procedures • demonstrate batch/product changeovers according to enterprise procedures (may not apply to some continuous operations) • collect samples and conduct tests according to enterprise procedures • conduct routine maintenance according to enterprise procedures • clean and sanitise equipment according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Required knowledge
Knowledge of: • purpose and basic principles of the process • basic operating principles of equipment, such as main equipment components, status and purpose of guards, equipment operating capacities and applications and the purpose and location of sensors and related feedback instrumentation • services required and action to take if services are not available • the flow of this process and the effect of outputs on downstream processes • quality characteristics to be achieved by the process • quality requirements of materials and effect of variation on process performance • operating requirements, parameters and corrective action required where operation is outside specified operating parameters • typical equipment faults and related causes, including recognition of signs and symptoms of faulty equipment and early warning signs of potential problems • methods used to monitor the production process, such as inspecting, measuring and testing as required by the process • inspection or test points (control points) in the process and the related procedures and recording requirements • contamination/food safety risks associated with the process and related control measures

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REQUIRED SKILLS AND KNOWLEDGE
• common causes of variation and corrective action required • operational health and safety (OHS) hazards and controls, including limitations of protective clothing and equipment relevant to the work process • requirements of different shutdowns as appropriate to the process and workplace production requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage • isolation, lock out and tag out procedures and responsibilities • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the process, including waste/rework collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • product/process changeover procedures and responsibilitieswhere relevant • sampling and testing associated with process monitoring and controlwhere relevant • routine maintenance procedureswhere relevant • cleaning and sanitation procedureswhere relevant

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • conduct pre-start checks on machinery used for production process • start, operate, monitor and adjust process equipment to achieve required quality outcomes • take corrective action in response to typical faults and inconsistencies • complete workplace records as required • apply safe work practices and identify OHS hazards

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EVIDENCE GUIDE	
	and controls • safely shut down equipment • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment • work procedures, including advice on safe work practices, food safety, quality and environmental requirements • information on equipment capacity and operating parameters • production schedule/batch instructions • specifications, control points and processing parameters • process and related equipment and services • materials to be processed • sampling schedules and test procedures and equipment as required • documentation and recording requirements and procedures • cleaning procedures, materials and equipment as required.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2003A Clean equipment in place • FDFOP2004A Clean and sanitise equipment • FDFOP2011A Conduct routine maintenance • FDFOP2013A Apply sampling procedures • FDFOP2030A Operate a process control interface • MSL973001A Perform basic tests.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes: • the Food Standards Code, including labelling, weights and measures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply in place of the Australian Food Standards Code and reference to food safety is replaced by GMP
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • standard forms and reports
Production process or sub-system	A production process or sub-system may require: • operation of a series of related items of equipment to achieve the process outcome
Operation of equipment and processes	Operation of equipment and processes may require: • the use of process control panels and systems
Shutdown procedures	Shutdown procedures may include:

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RANGE STATEMENT	
	• cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)
Services	Services may need to be confirmed. These depend on the nature of the process. Typical examples include: • power • steam • water • vacuum • compressed and instrumentation air

Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP2056A Operate a freezing process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down a freezing process.

Application of the Unit

Application of the unit	This unit has application in a production environment. It typically targets the production worker responsible for applying basic operating principles to the operation and monitoring of freezing equipment. Freezing methods may include air freezing, contact freezing and cryogenic freezing. When batch or product changeover procedures are part of this work process, the procedures should be used to customise the application of this unit. Where more detailed changeovers are carried out, FDFOP2011A Conduct routine maintenance, should be considered.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare the freezing process for operation	1.1. Materials are confirmed and available to meet operating requirements 1.2. Cleaning and maintenance requirements and status are identified and confirmed 1.3. Machine components and related attachments are fitted and adjusted to meet operating requirements 1.4. Processing/operating parameters are entered as required to meet safety and production requirements 1.5. Equipment performance is checked and adjusted as required 1.6. Pre-start checks are carried out as required by workplace requirements
2. Operate and monitor the freezing process	2.1. The process is started and operated according to workplace procedures 2.2. Equipment is monitored to identify variation in operating conditions 2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements 2.4. The process is monitored to confirm that specifications are met

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification 2.6. The work area is maintained according to housekeeping standards 2.7. Work is conducted in accordance with workplace environmental guidelines 2.8. Workplace records are maintained according to workplace recording requirements
3. Shut down the freezing process	3.1. The appropriate shutdown procedure is identified 3.2. The process is shut down according to workplace procedures 3.3. Maintenance requirements are identified and reported according to workplace reporting requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access workplace information to identify processing requirements
- select, fit and use personal protective clothing and/or equipment
- confirm supply of necessary materials and services
- prepare materials as required
- conduct pre-start checks, such as involve inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lock outs as required, confirming that equipment is clean and correctly configured for processing requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational
- start, operate, monitor and adjust the freezing process and equipment to achieve required outcomes, including monitoring control points and conducting inspections as required to confirm process remains within specification, such as:
  - tunnel and product temperatures
  - throughput
  - removal of frozen waste product from equipment

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REQUIRED SKILLS AND KNOWLEDGE
• visually inspecting product • monitor supply and flow of materials to and from the process • take corrective action in response to out-of-specification results • demonstrate procedure to defrost tunnels as required • respond to and/or report equipment failure within level of responsibility • locate emergency stop functions on equipment • follow isolation and lock out/tag out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility • complete workplace records as required • maintain work area to meet housekeeping standards • use process control systems according to enterprise procedures • conduct product/batch changeovers according to enterprise procedures • collect samples and conduct tests according to enterprise procedures • conduct routine maintenance according to enterprise procedures • clean and sanitise equipment according to enterprise procedures • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Required knowledge
Knowledge of: • purpose and basic principles of freezing, including the changes which occur to product during freezing • basic operating principles of equipment, such as main equipment components, status and purpose of guards, basic principles and operation of refrigeration system, equipment operating capacities and applications, and the purpose and location of sensors and related feedback instrumentation • the flow of the freezing process and the effect of product output on downstream processes • quality characteristics to be achieved by the freezing process • effect of raw material characteristics on the freezing process • operating requirements and parameters and corrective action required where operation is outside specified operating parameters • typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems • methods used to monitor the production process, such as inspecting, measuring and testing as required by the process • inspection or test points (control points) in the process and the related procedures and recording requirements • contamination/food safety risks associated with the process and related control

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REQUIRED SKILLS AND KNOWLEDGE
measures • common causes of variation and corrective action required • occupational health and safety (OHS) hazards and controls, including the limitations of protective clothing and equipment relevant to the work process • requirements of different shutdowns as appropriate to the process and workplace production requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage • isolation, lock out and tag out procedures and responsibilities • procedures and responsibility for reporting production and performance information • environmental issues and controls relevant to the process, including waste collection and handling procedures related to the process • basic operating principles of process control, where relevant, including the relationship between control panels and systems and the physical equipment • product/process changeover procedures and responsibilities where relevant • sampling and testing associated with process monitoring and control where relevant • routine maintenance procedures where relevant • cleaning and sanitation procedures where relevant

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • conduct pre-start checks on freezing machinery and equipment • start, operate, monitor and adjust process equipment to achieve required quality outcomes • take corrective action in response to typical faults and inconsistencies

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EVIDENCE GUIDE	
	• complete workplace records as required • apply safe work practices and identify OHS hazards and controls • safely shut down equipment • apply food safety procedures to work practices.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment • work procedures, including advice on safe work practices, food safety, quality and environmental requirements • production schedule and batch instructions • specifications, control points and processing parameters • information on equipment capacity and operating parameters • freezing process and related equipment and services • materials to be frozen • sampling schedules and test procedures and equipment as required • cleaning procedures, materials and equipment as required • documentation and recording requirements and procedures.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2004A Clean and sanitise equipment • FDFOP2011A Conduct routine maintenance • FDFOP2013A Apply sampling procedures • FDFOP2030A Operate a process control interface • MSL973001A Perform basic tests.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes: • the Food Standards Code, including labelling, weights and measures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules and instructions • manufacturers' advice • standard forms and reports
Freezing methods	Freezing methods may include: • air freezing • contact freezing • cryogenic freezing
Operation of equipment and processes	Operation of equipment and processes may require: • the use of process control panels and systems
Shut down procedures	Shut down procedures may include: • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)
Services	Services are appropriate to the process to be

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RANGE STATEMENT	
	operated. Typical examples include: • power • steam • water • vacuum • compressed and instrumentation air

Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP2061A Use numerical applications in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This is unit of competency covers the skills and knowledge required to apply basic mathematical functions of addition, subtraction, multiplication and division to undertake workplace calculations or to estimate approximate answers when exact calculations are not required.

Application of the Unit

Application of the unit	This unit has application in a production environment where basic mathematics may be required to undertake or support work processes. Typical applications of mathematical concepts in the workplace include but are not limited to measuring or estimating product characteristics, such as weight, capacity, time and temperature; measuring and estimating material usage, quantities and ratios; measuring equipment and processing parameters, such as speed/throughput; and calculating entitlements, such as pay, leave entitlements, and shift allowances. The unit requires both calculation and estimation skills with the choice between calculation and estimation dependent on the particular process and sector.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Apply basic mathematical concepts to calculate workplace information	1.1. Calculation requirements are identified and appropriate method is selected 1.2. Data is obtained from relevant sources and interpreted correctly. 1.3. Calculations are undertaken using addition, subtraction, multiplication and division to support work role
2. Apply basic mathematical concepts to estimate workplace information	2.1. Estimation requirements are identified and appropriate estimation method is selected 2.2. Data is obtained from relevant sources and interpreted correctly. 2.3. Estimations are made to meet work requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- identify whether a calculation or estimation is required to meet workplace requirements
- carry out calculations involving basic addition, subtraction, division and multiplication to support work role (this may involve use of a calculator and conversion tables where required)
- use estimation techniques to check quantities, ratios, speed and other required data estimates
- use estimation techniques to check calculated results and workplace data
- record calculations and measurement information accurately according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- mathematical processes, including addition, subtraction, multiplication and division
- application of calculation and estimation techniques to meet work requirements
- units of measurement used in the workplace, including whole numbers, fractions and decimals (to one decimal point) (this may include use of conversion charts)
- representation of numerical information relevant to work requirements, such as charts, graphs and tables
- recording requirements and responsibilities where relevant

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • identify calculation or estimation requirements • carry out calculations involving basic addition, subtraction, division and multiplication • where estimations are used, estimated amounts must be consistent with process or product specification and demonstrate knowledge of measurement units used in the workplace • use estimation techniques to check calculated results and workplace data.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • work tasks requiring simple estimation and calculation • conversion tables, calculators and measuring instruments where required • workplace forms/documents used for recording data where required.
Method of assessment	This unit should be assessed together with other units of competency relevant to the function or work role. Example could be: • FDFOP2015A Apply principles of statistical process control.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Calculations	Calculations may include: • the use of whole numbers, decimals, fractions and percentages Calculations may be made: • manually or using calculators and other measuring instruments as appropriate to the task
Estimations	Estimations can be used where the workplace tasks require only an approximate judgment of an amount, ratio, speed, and so on. Estimations can be made from: • observations of other amounts or measurements • supplied data, such as volume or weight information on packaging of raw materials
Conversion charts	Conversion charts are those in common use in the workplace
Results	Results may or may not be recorded depending on workplace requirements
Numerical information	Numerical information may be presented in forms, including: • simple run charts • graphs

Unit Sector(s)

Unit sector	Operational

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP2063A Apply quality systems and procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to apply quality principles and system requirements when carrying out work responsibilities where work involves the operation of packaging and/or processing equipment.

Application of the Unit

Application of the unit	This unit has application in a food processing environment. It typically targets the production worker responsible for applying quality standards to work operations. Note that this unit does not apply to the pharmaceutical industry. Refer to FDFPH2001A Apply Good Manufacturing Practice procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor quality of work outcome	1.1. Quality requirements are identified 1.2. Inputs are inspected to confirm capability to meet quality requirements 1.3. Work is conducted to produce required outcomes 1.4. Work processes are monitored to confirm quality of output and/or service 1.5. Processes are adjusted to maintain outputs within specification
2. Participate in maintaining and improving quality at work	2.1. Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements 2.2. Work is conducted in accordance with workplace environmental guidelines 2.3. Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements 2.4. Corrective action is taken within level of responsibility, to maintain quality standards 2.5. Quality issues are raised with designated personnel

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access and apply workplace information on quality requirements for own work
- identify control points or inspection points for own work and related methods used to monitor quality
- maintain quality of own work, including relevant checks and inspections where required in order to monitor control points and check and inspect equipment, materials, product, packaging consumables, processing conditions and service standards relevant to own work
- identify and correct variation within boundaries of work role, and use quality data where required
- determine when and how to make adjustments to maintain output within specified parameters
- identify and respond to out-of-specification or unacceptable inputs and/or outputs
- record quality data in required format
- conduct tests related to work responsibilities according to enterprise procedures
- collect samples as required by sampling regime according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- quality policy, procedures and responsibilities
- quality system used in the workplace, including the relationship between the quality system and food safety program, sources of information on quality requirements, the role of internal and external auditors, as appropriate, and performance improvement processes
- basic concepts of quality assurance including hazards, risk assessment and control methods
- requirements of internal and external customers
- control points for own work, including the purpose of the control point, the risk if not controlled and the method of control used
- monitoring, testing and inspection procedures relating to process control requirements
- scope to correct/control variation within equipment and process capacity

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REQUIRED SKILLS AND KNOWLEDGE
parameters • evidence of out-of-specification or unacceptable performance • procedures for responding to out-of-specification or unacceptable performance/outcomes, including procedures for identifying or isolating materials or product of unacceptable quality • systems used to trace product ingredients as relevant to own work • requirements to report and record quality information • sampling and test methods and procedures where relevant

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • identify quality requirements and key elements of the quality system • conduct work according to quality standards • monitor quality and identify and act on non-compliances • participate in identifying quality system improvements.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • quality policy, system and procedures, including company codes of practice/Good Manufacturing Practice (GMP) • work tasks and responsibilities • workplace information relating to work tasks, including specifications, work instruction and other advice on quality requirements and procedures • sampling and test procedures and related equipment

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EVIDENCE GUIDE	
	as required • systems for recording quality information.
Method of assessment	This unit should be assessed together with other units of competency relevant to the function or work role. Examples could be: • FDFFS2001A Implement the food safety program and procedures • FDFOP2013A Apply sampling procedures • MSL973001A Perform basic tests.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out in accordance with company policies and procedures, licensing and regulatory requirements, legislative requirements and industrial awards and agreements
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • quality specifications • food safety plans • log sheets • standard forms and reports
Control points	Control points refer to those key points in a work process which must be monitored and controlled. This includes food safety (critical) as well as

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RANGE STATEMENT	
	quality and regulatory control points
Monitoring quality	Monitoring quality includes observation and other checks, tests or inspections to confirm that the work output meets defined specifications or quality standards. This can include the use of data collection and analysis tools, such as control charts. Tests or inspections may be carried out by the operator, a third party or be automated
Reporting and recording systems	Reporting and recording systems may be: • verbal • written • electronic • screen-based
Participating in improvement	Participating in improvement may involve: • participation in structured improvement programs • one-off projects • day-to-day problem solving

Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP3003A Operate interrelated processes in a production system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to set up, operate and adjust interrelated processes in a production system.

Application of the Unit

Application of the unit	This unit applies to senior operators who are applying skills and knowledge of the operational requirements of the production system for the industry in which it is applied. While the unit does not have specific prerequisites, it is not an entry level unit covering skills and knowledge required for operation of individual items of equipment and individual processes. The unit instead provides the skills and knowledge required for the coordination of multiple processes in a production system at an operational level. Where sector-specific senior operator technical skills are required, a relevant sector specific specialist elective unit should be selected. A system typically involves a series of interrelated processes that must be coordinated and concurrently operated to produce the required outcome. Individual processes may be directly operated, automated and/or operated by others. System operation requires higher level planning and problem solving skills applied to the series of processes than is required when operating an individual unit of equipment or multiple pieces of the same equipment. This unit does not supply skills related to the implementation of lean and competitive manufacturing

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	related skills to improve system performance. Where these skills are required the relevant Manufacturing Skills Australia (MSA) competitive manufacturing elective units should be selected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare the production system for operation	1.1. Equipment, materials and services are confirmed and available to meet production requirements 1.2. Cleaning requirements and equipment status are

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ELEMENT	PERFORMANCE CRITERIA
	identified and confirmed 1.3. Machine settings are selected or adjusted as required to meet safety and production requirements 1.4. Processing/operating parameters are entered as required to meet production requirements 1.5. Materials, ingredients and/or product are loaded or positioned as required to meet production requirements 1.6. Pre-start checks are carried out as required by workplace requirements 1.7. Equipment performance is checked and adjusted as required 1.8. Equipment is ready and safe to operate
2. Operate and monitor the production system	2.1. The system is started up and operated according to company procedures 2.2. System equipment components are monitored to identify variation in operating conditions 2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements 2.4. The production system is monitored to confirm that specifications are met 2.5. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification 2.6. The work area is maintained according to housekeeping standards 2.7. Work is conducted in accordance with workplace environmental guidelines
3. Hand over production system operation	3.1. Workplace records are maintained according to workplace recording requirements 3.2. Handover is carried out according to workplace procedures 3.3. Process operators are aware of system and related equipment status at completion of handover
4. Shut down the production system	4.1. The appropriate shutdown procedure is identified 4.2. The system is shut down according to workplace procedures 4.3. Maintenance requirements are identified and reported
5. Contribute to continuous	5.1. System performance is reviewed against output

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ELEMENT	PERFORMANCE CRITERIA
improvement of the production system	plan/targets 5.2. Opportunities for system improvement are identified and investigated 5.3. Proposals for improvement are developed and implemented within company planning arrangements, authority levels and according to company procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- access production schedule and related information to identify system output and operating requirements, such as planning daily production schedules and/or modifying plans to respond to operating conditions and customer requirements
- liaise with relevant work areas to confirm and/or secure necessary materials, services, equipment and labour to meet production requirements
- confirm supply of necessary equipment and related attachments, materials and services
- select, fit and use personal protective clothing and/or equipment
- set and/or adjust equipment to meet process output requirements, including inspecting equipment condition to identify any signs of wear, confirming selection of appropriate settings and/or related parameters, ensuring that isolation or lock outs are cancelled as required, confirming that equipment is clean and correctly configured for processing requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational (checks may be done by the system operator or involve observing/supporting others setting and adjusting equipment and conducting pre-start checks)
- load and/or position materials, ingredients and/or product as required
- operate and monitor the production system, such as use of a process control system and/or observing/supporting others to follow correct operating procedures
- monitor materials flow and work-in-progress through the system
- confirm that the system operates within specified parameters and inspection/ control points are monitored
- determine responses to out-of-specification results or non-conformance within level of responsibility

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REQUIRED SKILLS AND KNOWLEDGE
• monitor operating efficiencies of the system, including recognition of signs and symptoms of faulty equipment and early warning signs of other potential problems • investigate, resolve and/or report problems and faults • plan scheduled events to minimise disruption to production • conduct/coordinate product or batch changeovers • conduct/coordinate shift handovers • review and maintain procedures to support system improvements • maintain work area to meet housekeeping standards • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Required knowledge
Knowledge of: • purpose and basic principles of the production system, including the system process flow, the interrelationships of each process to identify the impact of variation on related processes, and optimisation options • basic operating principles of equipment and related accessories used by the system, including equipment adjustment points, status and purpose of guards, and range and location/alignment requirements of sensors and related feedback instruments • operating capacities of equipment used in the system, such as different types of equipment and/or components as required by processing/packaging operations • related systems and responsibilities for interaction, such as related production systems, services supply, packaging/warehousing, maintenance, laboratory/quality assurance and planning and scheduling • product characteristics and common types of variation in materials and/or ingredients used, including the effect of variation on each stage of the system and scope to adjust or correct • typical production related problems, including equipment faults, common causes and warning signs, incorrect or poor supply of materials, incorrect settings and poor operator control • relevant procedures, specifications and operating parameters for the system and the individual processes • isolation, lock out and tag out procedures and responsibilities • hazards, risks, controls and methods for monitoring processes within the system, including occupational health and safety (OHS), food safety, quality and environmental hazards and risks • workplace system and approach to equipment maintenance • process improvement procedures and related consultative arrangements • troubleshooting procedures and problem solving techniques • communication responsibilities to inform related work areas/support functions and

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REQUIRED SKILLS AND KNOWLEDGE
other shifts of operational status and production issues • procedures and responsibility for reporting production and performance information

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • conduct pre-start checks on production system components • confirm machine setup is ready to achieve production requirements • correctly use required personal protective equipment • start, operate, monitor and adjust process equipment throughout the system to achieve required quality outcomes • identify system problems and take corrective action • conduct operational handovers • shut down system • identify and investigate opportunities for operational improvements within areas of responsibility • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • safely shut down equipment • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment

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EVIDENCE GUIDE	
	• production schedule and related advice on system requirements • information on equipment capacity and operating parameters • production system equipment and related accessories and services • materials/consumables required by the process • communication and recording systems and procedures.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2030A Operate a process control interface • FDFPPL3003A Support and mentor individuals and groups.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes: • the Food Standards Code, including labelling,

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RANGE STATEMENT	
	weights and measures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply in place of the Food Standards Code and reference to food safety is replaced by GMP
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules and instructions • performance records and reports
Systems	A system typically involves: • a series of interrelated processes that must be coordinated and concurrently operated to produce the required outcome
System operation	System operation may involve: • coordination of operators of system components
Handovers	Handovers may be done: • in person or via recording/communication systems according to workplace arrangements
Operation and monitoring of equipment and system processes	Operation and monitoring of equipment and system processes typically requires: • the use of control panels and systems
Shutdown procedures	Shutdown procedures may include: • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)
Confirming cleaning requirements and status	Confirming cleaning requirements and status may involve: • accessing cleaning records

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Unit Sector(s)

Unit sector	Operational

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFOP3004A Operate interrelated processes in a packaging system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to set up, operate and adjust interrelated processes in a packaging system.

Application of the Unit

Application of the unit	This unit applies to senior operators who are applying skills and knowledge of the operational requirements of the packaging system for the industry in which it is applied. While the unit does not have specific prerequisites, it is not an entry level unit covering skills and knowledge required for operation of individual items of equipment and individual processes. The unit instead provides the skill and knowledge required for the coordination of multiple processes in a packaging system at an operational level. Where sector-specific senior operator technical skills are required, a relevant sector specific specialist elective unit should be selected. The system will typically involve a series of interrelated processes that must be coordinated and concurrently operated to produce the required outcome. Individual processes may be directly operated, automated and/or operated by others. System operation requires higher level planning and problem solving skills applied to the series of processes than is required when operating an individual unit of equipment or multiple pieces of the same equipment. This unit does not supply skills related to the implementation of lean and competitive manufacturing

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	related skills to improve system performance. Where these skills are required the relevant Manufacturing Skills Australia (MSA) competitive manufacturing elective units should be selected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare the packaging system for operation	1.1. Equipment, materials and services are confirmed and available to meet packaging requirements 1.2. Cleaning requirements and equipment status is

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ELEMENT	PERFORMANCE CRITERIA
	identified and confirmed 1.3. Machine settings are selected or adjusted as required to meet safety and production requirements 1.4. Operating parameters are entered as required to meet production requirements 1.5. Product and/or packaging components and consumables are loaded or positioned as required to meet packaging requirements 1.6. Pre-start checks are carried out as required by workplace requirements 1.7. Equipment performance is checked and adjusted as required 1.8. Equipment is ready and safe to operate
2. Operate and monitor the packaging system	2.1. The system is started up and operated according to company procedures 2.2. System equipment components are monitored to identify variation in operating conditions 2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements 2.4. The system is monitored to confirm that packaging specifications are met 2.5. Out-of-specification product/packaging outcomes are identified, rectified and/or reported to maintain the process within specification 2.6. The work area is maintained according to housekeeping standards 2.7. Work is conducted in accordance with workplace environmental guidelines
3. Hand over packaging system operation	3.1. Workplace records are maintained according to workplace recording requirements 3.2. Handover is carried out according to workplace procedures 3.3. Process operators are aware of system and related equipment status at completion of handover
4. Shut down the packaging system	4.1. The appropriate shutdown procedure is identified 4.2. The system is shut down according to workplace procedures 4.3. Maintenance requirements are identified and reported
5. Contribute to	5.1. System performance is reviewed against output

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ELEMENT	PERFORMANCE CRITERIA
continuous improvement of the system	plan/targets 5.2. Opportunities for system improvement are identified and investigated 5.3. Proposals for improvement are developed and implemented within company planning arrangements, authority levels and according to company procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • access production/packaging schedule and related information to identify packaging output and operating requirements, such as establishing daily packaging priorities and/or modifying plans to respond to customer requirements • liaise with relevant work areas to confirm and/or secure necessary materials, services, equipment and labour to meet production requirements • confirm supply of necessary equipment and related attachments, materials and services • select, fit and use personal protective clothing and/or equipment • set and/or adjust equipment to meet packaging requirements, such as inspecting equipment condition to identify any signs of wear, confirming selection of appropriate settings and/or related parameters, ensuring that isolation or lock outs are cancelled as required, confirming that equipment is clean and correctly configured for packaging requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational (checks may be done by the system operator or involve observing/supporting others setting and adjusting equipment and conducting pre-start checks) • load and/or position product, packaging components and consumables as required • operate and monitor the packaging system, such as use of a process control system and/or observing/supporting others to follow correct operating procedures • monitor materials flow and work-in-progress to and from the packaging system • confirm that the packaging system operates within specified parameters and inspection/control points are monitored • determine responses to out-of-specification packaging or non-conformance within level of responsibility

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REQUIRED SKILLS AND KNOWLEDGE

- monitor operating efficiencies of the system, including recognition of signs and symptoms of faulty equipment and early warning signs of other potential problems
- investigate, resolve and/or report problems and faults
- plan scheduled events to minimise disruption to production
- conduct/coordinate product/packaging changeovers
- conduct/coordinate shift handovers
- review and maintain procedures to support system improvements
- maintain work area to meet housekeeping standards
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- purpose and basic principles of the packaging system, including the process flow and the interrelationships of each previous processes that can affect packaging outcomes, packaging technology, and packaging equipment components
- basic operating principles of equipment and related accessories used by the system, including equipment adjustment points, status and purpose of guards, and range and location/alignment requirements of sensors and related feedback instruments
- operating capacities of equipment used in the system, such as different types of equipment and/or components as required by processing/packaging operations
- related systems and responsibilities for interaction, such as related production and further packaging/storage stages, services supply, maintenance, laboratory/quality assurance and planning and scheduling
- technical knowledge of product/packaging characteristics and the main factors that impact on shelf-life
- typical packaging related problems, including equipment faults, common causes and warning signs, incorrect or poor supply of materials and finished product, incorrect settings and poor operator control
- relevant procedures, specifications and operating parameters for the system and the individual processes
- isolation, lock out and tag out procedures and responsibilities
- hazards, risks, controls and methods for monitoring processes within the system, including occupational health and safety (OHS), food safety, quality and environmental hazards and risks
- workplace system and approach to equipment maintenance
- process improvement procedures and related consultative arrangements
- troubleshooting procedures and problem solving techniques
- communication responsibilities to inform related work areas/support functions and other shifts of operational status and production issues

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REQUIRED SKILLS AND KNOWLEDGE
• procedures and responsibility for reporting production and performance information

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • conduct pre-start checks on packaging system components • confirm machine set up is ready to achieve packing requirements • correctly use required personal protective equipment • start, operate, monitor and adjust process equipment throughout the system to achieve required quality outcomes • identify system problems and take corrective action • conduct operational handovers • shut down system • identify and investigate opportunities for operational improvements within areas of responsibility • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • safely shut down equipment • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • personal protective clothing and equipment • production schedule and related advice on system

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EVIDENCE GUIDE	
	requirements • information on equipment capacity and operating parameters • packaging system equipment and related accessories and services • product, packaging components and consumables as required by the process • communication and recording systems and procedures.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2030A Operate a process control interface • FDFPPL3003A Support and mentor individuals and groups.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
Legislative requirements	Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes: • the Food Standards Code, including labelling,

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RANGE STATEMENT	
	weights and measures legislation • legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply in place of the Food Standards Code and reference to food safety is replaced by GMP
Workplace information	Workplace information may include: • standard operating procedures (SOPs) • specifications • production schedules and instructions • performance records and reports
System operation	A system typically involves a series of interrelated processes that must be coordinated and concurrently operated to produce the required outcome. System operation may involve: • coordination of operators of system components
Handovers	Handovers may be done: • in person or via recording/communication systems according to workplace arrangements
Operation and monitoring of equipment and system processes	Operation and monitoring of equipment and system processes typically requires: • the use of control panels and systems
Shutdown procedures	Shutdown procedures may include: • cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)

Unit Sector(s)

Unit sector	Operational

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFPPL3002A Report on workplace performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to collate and maintain workplace records to enable the monitoring and reporting of workplace performance.

Application of the Unit

Application of the unit	This unit would typically apply to a team leader or person responsible for monitoring and reporting on performance of a work area or section.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify recording and reporting requirements	1.1. The purpose of recording performance-related information is identified 1.2. Recording and reporting responsibilities are identified 1.3. Recording and reporting systems and formats are identified
2. Maintain workplace information	2.1. Records are complete, timely and accurate 2.2. Performance information is recorded in required format to meet workplace reporting requirements 2.3. Errors or discrepancies in recording are identified and corrected or notified to appropriate personnel 2.4. Variances are identified, investigated and reported according to workplace procedure 2.5. Requests for information are assessed, prioritised and addressed to meet required timelines
3. Maintain security of workplace information	3.1. Access levels and authorities are identified 3.2. Security of workplace records and reports is maintained 3.3. Security breaches are identified and reported to appropriate personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • identify and use recording/reporting formats and systems • identify information security requirements and procedures for responding to/reporting a security breach • collect and collate information to be recorded as required • assess information to confirm that it is complete and accurate and follow up inaccurate recording with relevant personnel • identify significant performance variation, investigate and report cause/s • prepare reports in required format to meet reporting timelines • respond to information requests on a timely basis • use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor • work cooperatively within a culturally diverse workforce
Required knowledge
Knowledge of: • the purpose and responsibilities for the information records and reports to be maintained or produced, including accuracy levels and timeliness of recording and reporting • techniques used to collate and assess information, including typical recording outcomes to identify unusual or incorrectly recorded information • likely causes of variation and related reporting responsibilities • information system access levels and codes, such as levels within software • communication skills relevant to reporting role

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the

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EVIDENCE GUIDE	
	assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • describe the reporting and recording systems and procedures for work area • record information on work performance in accordance with reporting procedures • report variances and inconsistencies • maintain security of work documentation.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • advice on workplace policies, codes of practice and procedures • workplace information/records • recording/reporting formats and systems.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out in accordance with company policies, procedures, regulatory and licensing requirements, legislative requirements and

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RANGE STATEMENT	
	industrial awards and agreements
Information recorded and reported	Information recorded and reported may include but is not limited to: • collation of information recorded by others, such as timesheets, log sheets, recipes/specifications, operating procedures, production statistics, downtime, labour and materials usage levels
Recording systems	Recording systems may: • be carried out manually or involve the use of use of planning and systems control software, such as SAP and MRPII

Unit Sector(s)

Unit sector	People management/planning/logistics

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFPPL3003A Support and mentor individuals and groups

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to model appropriate work practices, provide feedback to groups and individuals and facilitate group processes.

Application of the Unit

Application of the unit	This unit applies to support provided to a team or work group. A person competent in this unit may or may not have formal responsibility for managing others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Support others in the work area	1.1. Individuals are mentored to meet work requirements 1.2. Performance that is inappropriate is identified and corrective action taken 1.3. Feedback on performance is provided
2. Facilitate group processes	2.1. Purpose of group process is identified 2.2. Meeting procedures required to achieve an agreed outcome are determined and applied 2.3. Group members are engaged in the process 2.4. Clear outcomes are reached in a timely manner

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • model behaviour consistent with company policies and procedures • identify behaviour or performance that is unacceptable • structure interventions and feedback to clearly convey required standard of performance • apply appropriate explanation, demonstration, questioning and active listening techniques when interacting with others

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REQUIRED SKILLS AND KNOWLEDGE

- provide feedback appropriate to the audience requirements
- recognise and respond appropriately to difference and diversity in the workplace
- provide and/or arrange opportunities to develop/practice appropriate skills
- plan group processes, including clearly identifying the purpose of the discussion or meeting, confirming the appropriate people are available and planning a basic outline of the approach and/or agenda
- facilitate meetings, including confirming with group members the purpose of the discussion or meeting, engaging people in discussion and assisting the group to reach an agreed outcome within the allotted timeframe
- record meeting outcomes
- follow up group processes, including identifying actions required to follow up outcomes of a discussion or meeting
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- company policies and procedures as they apply to the work area, including areas covered by legislation, such as sexual harassment, equal employment opportunity (EEO)/affirmative action, anti-discrimination, racial vilification and workplace bullying, occupational health and safety (OHS), food safety and environmental management
- industry awards and enterprise agreements to develop an awareness of the main issues covered as they affect day-to-day work arrangements
- systems and programs in the workplace to support development and mentoring of others
- relevant resources to support mentoring role and responsibilities
- techniques for structuring and explaining work-related information to meet the needs of people in the work area
- interpersonal skills, including appropriate questioning, listening and feedback techniques
- training/assessment arrangements in the workplace and related responsibilities
- boundaries of responsibility and related procedures for feedback, counselling and disciplinary procedures
- formal arrangements and responsibilities for consulting others relating to work role
- meeting procedures and recording requirements as relevant in the workplace

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • model behaviour and performance consistent with company policy and procedures • support others in their behaviour and performance • provide feedback on performance and take corrective action on inappropriate behaviours • plan and organise group meetings or activities to engage participation • support group meetings to gain clear outcomes.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • advice on workplace policies, codes of practice and procedures • opportunities to interact with others using typical workplace communication processes • typical group forums, such as structured group discussions, committee meetings and work groups • workplace systems and procedures for consultation, feedback, counselling and discipline • advice on conditions of employment and entitlements • information systems, including recording and retrieval systems.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2005A Work in a socially diverse environment • FDFPPL3004A Lead work teams and groups.
Guidance information for	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over

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EVIDENCE GUIDE	
assessment	a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out in accordance with company policies, procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements
Mentoring and feedback arrangements	Mentoring and feedback arrangements may be: • formal or informal
Corrective action	Corrective action may include: • reporting an incident to a more senior person as appropriate
Group processes	Group processes may include: • formal meeting procedures and informal discussions • group meetings
Communication systems	Communication systems reflect the culture of the workplace and the workforce. This may include: • communicating with people from diverse cultural backgrounds and with people with limited English language and literacy skills
Meeting procedures	Meeting procedures include: • developing an agenda • seeking input • recording actions arising and working towards

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RANGE STATEMENT	
	an agreed outcome within time allocation

Unit Sector(s)

Unit sector	People management/planning/logistics

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFSUG218A Operate a boiler - basic

Modification History

New Unit based on *SUGPOBB2A Operate a boiler - basic*.

Unit Descriptor

This unit describes the outcomes required for continuous and short term operation of a basic boiler and for start-up and shut down after a prolonged break. This unit is based on the boiler competency standards from the Worksafe Australia Standards for Users and Operators of Industrial Equipment NOHSC 1006 (2001). It should be selected where boiler operation is a certificated occupation.Boiler operators holding a ticket in Basic Boiler Operation from the relevant state regulatory authority will be granted equivalence in this unit *FDFSUG231A Operate a boiler basic* for the purpose of issuing a qualification.

Application of the Unit

This unit has application in the sugar milling industry.

Licensing/Regulatory Information

General workplace legislative and regulatory requirements apply to this unit; however there are no specific licensing or certification requirements at the time of publication.

Pre-Requisites

There are no pre-requisite units for this competency standard.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare the boiler for operation	1.1 Health and safety hazards / maintenance requirements are identified and reported to appropriate personnel according to workplace reporting procedures
	1.2 The boiler is purged according to workplace procedure
	1.3 Services are confirmed and available
	1.4 Pre-operational checks are conducted to confirm operational status of boiler and related equipment
2 Start and monitor boiler operation	2.1 The boiler is started and brought on line safely according to workplace procedures and manufacturer's specifications
	2.2 Plant is operated within limits of manufacturer's specifications to meet workplace requirements
	2.3 Equipment is monitored to confirm operating condition
	2.4 Water quality is tested and adjusted as required
	2.5 Sluice water is circulated to remove ash from boiler according to duty requirements
	2.6 The workplace meets housekeeping standards
3 Analyse and respond to abnormal performance	3.1 Operating data and plant operating conditions are analysed to identify causes of abnormal performance
	3.2 Corrective action is taken in accordance with workplace procedures in response to Hazards, out-of-specification test results and/or plant performance
	3.3 Emergency procedures are implemented as required according to workplace procedures and manufacturer's recommendations
4 Handover boiler operations	4.1 Workplace records are maintained in accordance with statutory requirements and workplace procedures
	4.2 Handover is carried out according to workplace procedure
	4.3 Boiler operators are aware of boiler status and related equipment at completion of handover
5 Carry out an operational shutdown	5.1 The boiler is shut down according to workplace procedures and manufacturer's recommendations
	5.2 Maintenance requirements are identified and reported according to workplace reporting procedure
6 Shutdown the boiler and prepare for an internal inspection	6.1 The boiler is shut down according to workplace procedures and manufacturer's recommendations
	6.2 The boiler is cleaned internally and externally according to workplace procedures and manufacturer's recommendations
	6.3 Valves and fittings are removed in preparation for maintenance
7 Store boiler in	7.1 The boiler is stored in the appropriate storage mode according to

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ELEMENT	PERFORMANCE CRITERIA
shutdown mode	workplace procedures and manufacturer's recommendations
8 Record information	8.1 Workplace information is recorded according to workplace recording requirements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills include:

Ability to:

- access workplace information on combustion and operating requirements
- select, fit and use personal protective clothing and/or equipment
- identify and report hazards and potential hazards in the work area
- confirm status of boiler and related equipment including the fuel supply system, ash removal and services
- demonstrate purge procedure
- conduct pre-start checks including checking:
  - feed water supply and system
  - fuel supply system
  - fans and dampers
  - inspection doors
  - boiler valves - operation and position
  - combustion air supply system
  - boiler water level
- liaise with other work areas to advise of boiler status
- demonstrate set-up and start-up procedures in both manual and automatic modes
- monitor boiler operation including monitoring:
  - steam reticulation line pressure
  - boiler steam pressure
  - steam supply/usage
  - condensate tank level
  - bagasse levels
  - feedwater levels and pressure
  - fuel levels
  - boiler load
  - water quality
  - furnace pressure

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  - ash pit level and removal system
  - balance draft system
  - superheater temperature
  - drum levels
  - equipment condition
- conduct water quality test
- take corrective action in response to out-of-specification results
- report and/or record corrective action as required
- demonstrate shift handover procedure and confirm that replacement operators are aware of all relevant issues prior to completing handover
- demonstrate procedure to take boiler off line
- demonstrate procedure to shut-down and clean the boiler
- demonstrate removal of valves and fittings to prepare the boiler for inspection
- demonstrate procedure to store boiler
- demonstrate emergency procedures and related re-start including the use of emergency fuel supply
- maintain workplace records
- maintain work area to meet housekeeping standards

Required knowledge includes:

Knowledge of:

- relevant state OHS legislation, standards and codes of practice relating to work responsibilities
- safe work procedures including awareness of health and safety hazards related to boiler operation and associated control measures
- purpose and limitations of protective clothing and equipment
- hierarchy of hazard control measures
- duty of care of the boiler operator
- purpose and basic principles of combustion and boiler operation including principles of heat transfer and properties of steam
- boiler system layout and steam cycle
- the purpose of purging a boiler
- the effect of fuel quality on boiler operation
- impact of ash removal on efficient boiler operation and impact of sluice water flow
- relationship to other processes including an understanding of the impact of sudden load changes on boiler pressure and plant operation
- purpose and limitations of protective clothing and equipment
- methods used to render equipment safe to inspect, maintain and/or clean including lock-out, tag-out and isolation procedures
- water quality test procedures
- typical causes of water/condensate contamination and corrective action required
- equipment purpose and basic operating principles including high pressure feed pumps, fuel

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supply system and dual fuel systems as required by boiler type
- operating requirements and parameters
- procedures for responding to emergency situations including safe shutdown procedure
- handover and long term shut down and storage procedures
- cleaning procedures and grate dumping
- environmental issues and controls including an understanding of sluice water usage
- requirements to liaise/advise related work areas
- housekeeping standards for the work area
- reporting and recording systems including both statutory and workplace requirements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • confirm status of boiler and related equipment including the fuel supply system, ash removal and services • demonstrate purge procedure • conduct pre-start checks • liaise with other work areas to advise of boiler status • demonstrate set up and start up procedures in both manual and automatic modes • conduct water quality test • take corrective action in response to out-of-specification results • report and/or record corrective action • demonstrate emergency procedures and related re-start.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • Boiler and related equipment. This includes fuel supply, grate cleaning and ash removal systems • Relevant codes and standards • Operating procedures and related advice on equipment operation

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	• Personal protective clothing and equipment • Communication systems and equipment • Housekeeping standards and procedures • Workplace information recording systems, requirements and procedures.
Method of assessment	Other units of competency relevant to the work role should be assessed in conjunction with this unit. This may include: • FDFOP2030A Operate a process control interface
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Policies and procedures	Work is carried out in accordance with company policies and procedures, licensing requirements, manufacturer's recommendations, legislative requirements, codes of practice and industrial awards and agreements.
Codes of Practice	Codes of practice include the Sugar Milling Operations Industry Code of Practice.
Workplace information	Workplace information can include • Standard Operating Procedures (SOPs) • manufacturer's specifications.
Boilers [basic]	Boiler (basic) and related equipment may be • fully or partly attended, and include • single fixed combustion air supply • non-modulating single heat source • fixed firing rate. Operation and monitoring of equipment and processes typically requires the use of control panels and systems.

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Hazards	Hazards typically include: • working around hot surfaces • manual handling • steam, hot gasses and fuel leaks.
Services	Services can include fuel supply of bagasse, coal, gas, oil or other fuel types, steam, mill and instrumentation air, cooling water, general mill water supply and cooling water.
Equipment status	Confirming equipment status involves: • conducting relevant pre-start checks • confirming that cleaning standards are met • all safety guards and manholes are in place • equipment is operational.
Internal cleaning	Internal cleaning is carried out in accordance with statutory requirements regarding confined space entry and does not typically include chemical cleaning.
Teamwork	Work may require the ability to work within a team environment.
Information systems	Information systems may be print or screen based.

Unit Sector(s)

Sugar Milling.

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FDFSUG222A Operate a waste water treatment system

Modification History

New Unit based on *SUGPWWT2A Operate a waste water treatment system*.

Unit Descriptor

This unit describes the outcomes required to operate waste water treatment systems to comply with workplace requirements, trade waste agreements and site environmental authority.

Application of the Unit

This unit has application in the sugar milling industry.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

There are no pre-requisite units for this competency standard.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare the waste water treatment	1.1 Chemicals and test equipment are available and ready for use

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ELEMENT	PERFORMANCE CRITERIA
process for operation	1.2 Services are confirmed as available and ready for operation 1.3 Pre-operational checks are conducted 1.4 Instrumentation and test equipment is calibrated to manufacturer's specifications to meet workplace requirements 1.5 Health and safety hazards/maintenance requirements are identified and reported to appropriate personnel according to workplace reporting procedures
2 Operate and monitor the waste water treatment process	2.1 The waste water system is started up according to company procedures 2.2 Plant is operated within limits of manufacturer's specifications to meet workplace requirements 2.3 Equipment is monitored to confirm operating condition 2.4 Waste water quality is monitored, tested and adjusted as required to meet water standards as defined by site licence 2.5 First flush systems are operated during rainfall events 2.6 The workplace meets housekeeping standards
3 Analyse and respond to abnormal performance	3.1 Water condition and plant operating conditions are analysed to identify causes of abnormal performance 3.2 Corrective action is taken in accordance with workplace procedures in response to hazards, out-of-specification test results and/or plant performance 3.3 Emergency procedures are implemented as required according to workplace procedures and manufacturer's recommendations
4 Handover waste water treatment system	4.1 Workplace records are maintained in accordance with statutory requirements and workplace procedures 4.2 Handover is carried out according to workplace procedure 4.3 Waste water treatment operators are aware of system status and related equipment at completion of handover
5 Shutdown the waste water treatment system	5.1 The waste water treatment system is shut down according to workplace procedures 5.2 The waste water treatment system is prepared for storage in shut down mode 5.3 Maintenance requirements are identified and reported according to workplace reporting procedure

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills include:

Ability to:

- access workplace information to identify waste treatment requirements
- select, fit and use personal protective clothing and/or equipment
- confirm services are available and equipment is clean and ready for operation
- handle chemicals safely including follow correct preparation, handling and storage procedures and use of appropriate protective clothing and equipment
- conduct pre-start checks
- liaise with other work areas as required
- demonstrate wastewater system operating procedures in both manual and automatic modes
- demonstrate first flush system operating procedures in both manual and automatic modes
- monitor waste water system operation including monitoring:
  - chemical addition rates and residuals
  - temperatures
  - flow rates
  - equipment condition including calibration of instruments
  - tests as required
  - dissolved oxygen levels
  - pH levels
- conduct water quality tests
- take corrective action in response to out-of-specification results or non-compliance
- monitor supply and quality of waste water to and from the process
- report and/or record corrective action as required
- demonstrate emergency procedures to control chemical spills or other major incidents relevant to the workplace
- demonstrate shift handover procedure
- demonstrate an operational shut down procedure
- maintain workplace records to meet the requirements of the workplace and site environmental authority
- maintain work area to meet housekeeping standards

Required knowledge includes:

Knowledge of:

- relevant state OHS legislation, environmental acts and policies, standards and codes of practice relating to work responsibilities including awareness of standards set out in site license arrangements
- safe work procedures including awareness of health and safety hazards related to waste water system operation and associated control measures
- hierarchy of hazard control measures
- purpose and limitations of protective clothing and equipment
- methods used to render equipment safe to inspect, maintain and/or clean including lock-out,

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tag-out and isolation procedures
- water cycles for trade waste, storm water and sewerage including sources and flow patterns
- purpose and standards required by environmental agreements and responsibilities
- company policy relating to environmental performance
- consequences of non-conformance
- waste characteristics and treatment methods
- sampling and test procedures as appropriate
- purpose of chemicals used
- purpose of first flush systems and their relationship with the wastewater treatment system
- operating requirements and parameters
- water quality sampling and test procedures including the purpose of test and safe use, care and storage of relevant test equipment, interpretation and recording of results
- typical causes of non-conforming water quality and corrective action required
- equipment purpose and basic operating principles of waste water treatment equipment and methods
- requirements of both operational and long term shut down conditions to ensure the equipment is left in a safe state for the period of the shutdown and to minimise any delays in future start up
- housekeeping standards for the work area
- reporting and recording systems including both statutory and workplace requirements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • handle chemicals safely • demonstrate wastewater system operating procedures • demonstrate first flush system operating procedures • conduct water quality tests • take corrective action in response to out-of-specification results or non-compliance • monitor supply and quality of waste water • report and/or record corrective action • demonstrate emergency procedures • demonstrate shift handover procedure

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	• demonstrate an operational shut down procedure.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • Waste water treatment systems and related chemicals • Test equipment • Relevant advice on environmental agreements • Operating procedures and related advice on equipment operation • Personal protective clothing and equipment • Communication systems and equipment • Housekeeping standards and procedures • Workplace information recording systems, requirements and procedures.
Method of assessment	Other units of competency relevant to the work role should be assessed in conjunction with this unit.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out in accordance with company policies and procedures, manufacturer's recommendations, legislative requirements, site licenses and trade waste service agreements and industrial awards and agreements. Legislation refers to environmental acts and regulations.
Workplace information	Workplace information can include: • Standard Operating Procedures (SOPs) • manufacturer's specifications
Equipment	Equipment may include

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	• screens • pH correction • oil/grease skimmers • settling and treatment ponds • aeration units • lagoons • first flush systems and wetlands • pumps and valves.
Equipment status	Confirming equipment status involves • conducting relevant pre-start checks • confirming that housekeeping standards are met • all safety guards are in place • equipment is operational.
Hazards	Hazards typically include handling chemicals, manual handling and flammable gases.
Equipment operation and monitoring	Operation and monitoring of equipment and processes typically requires the use of control panels and systems.
Tests	Typical tests may include • pH • solids • colour/turbidity • flow rate • settling rate • settled volume • DO • BOD/COD levels.
Teamwork	Work may require the ability to work within a team environment.
Information systems	Information systems may be print or screen based.

Unit Sector(s)

Sugar Milling.

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FDFTEC3001A Participate in a HACCP team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to participate in the development and/or review of a HACCP-based food safety program under direction.

Application of the Unit

Application of the unit	This unit is appropriate where the operator requires a detailed understanding of the steps and techniques used to develop and review a HACCP-based food safety program. This unit can be aligned at either AQF 3 or 4. When aligned at AQF 3 the person would typically participate in the development of the food safety program as part of a group. The scope of contribution would typically be limited to their immediate work area. When this unit is applied at AQF 4 the person may take a lead role in facilitating the development of the food safety program and would apply an understanding of food safety across more diverse operations or work areas. This unit is based on and achieves part of the guideline food safety unit GFSDFSPA Develop food safety programs.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		
	FDFFS2001A	Implement the food safety program and procedures

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare to develop and/or review a food safety program	1.1. Roles and responsibilities for participating in, developing or reviewing a food safety program are identified 1.2. The scope of the food safety program is identified
2. Identify and/or review food safety hazards	2.1. Processes to be covered by the food safety program are identified and steps within each process are described 2.2. Food safety hazards that are reasonably expected to occur are identified for each process 2.3. Handling methods, processing techniques and existing support programs used in the workplace are identified
3. Establish and/or	3.1. Acceptable methods of control are established for

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ELEMENT	PERFORMANCE CRITERIA
review methods to monitor and control food safety hazards	each food safety hazard that is reasonably expected to occur 3.2. Control methods are validated 3.3. Procedures for taking preventative action are established 3.4. Appropriate methods for monitoring that processes remain within control are established 3.5. Required corrective action to respond to situations where hazards are not effectively controlled is established 3.6. Work is conducted in accordance with workplace environmental guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- identify personal roles and responsibilities for participating in the development or review of a food safety program
- identify processes and steps to be covered
- identify hazards that are reasonably expected to occur and establish appropriate methods of control, such as participating in validating existing control methods and where there is no adequate control method in place, establishing an appropriate method
- establish or review procedures for implementing preventative action, such as revision of materials, processes and/or food handling procedures, and where required, the revision of workplace practices and documentation, such as specifications, operating procedures and approved supplier programs
- describe the appropriate monitoring requirements for each food safety hazard, including the method or procedure to be followed, the frequency and timing, the person responsible, and the information to be recorded (procedures to be followed would typically be specified in the form of a standard operating procedure or work instruction)
- describe corrective action requirements in the event that acceptable limits or

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REQUIRED SKILLS AND KNOWLEDGE

requirements of support programs are not met
- develop or review documentation relating to the design and maintenance of the food safety program, such as flow diagrams, hazard analysis charts and tables, support program requirements, data analysis reports, corrective action reports and verification reports
- develop or review documentation to communicate food safety responsibilities, such as standard operating procedures (SOPs), processing parameters and recording devices (e.g. log sheets)
- communicate food safety responsibilities within level of responsibility using techniques and presentation styles appropriate to the audience
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:

- the purpose and intent of food safety legislation
- purpose and responsibilities for maintaining records as required by legislation and workplace procedures
- roles and responsibilities for development and maintenance of the food safety program, including roles of internal and external auditors and of authorised officers
- techniques for applying HACCP-based principles, including techniques for identifying hazards, assessing the likelihood of occurrence, determining acceptable methods of control, monitoring and recording requirements for each control point, identifying corrective action if controls are not met, and developing system review procedures
- techniques used to map operations and analyse food safety requirements, such as preparation of flow charts, hazard analysis charts and tables, and data analysis reports
- raw materials, ingredient and finished product composition and characteristics, and related handling and storage requirements
- food processing methods used in the workplace or work area and their effect on food safety
- sources of technical expertise on food safety requirements
- the role of consultation in the development, implementation and ongoing maintenance of the food safety program
- documentation and recording requirements to support communication and monitoring of the food safety program, including procedures for maintaining and updating relevant documents, such as operating procedures
- main types of food safety hazards/contamination likely to occur given the type of

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REQUIRED SKILLS AND KNOWLEDGE
product and processing methods used • conditions required for bacterial food poisoning to occur, such as water activity, pH, composition, time and temperature as relevant to food handled • acceptable control methods for the hazards identified and required corrective action when control requirements are not met • typical support programs, such as cleaning schedules, pest control, stock rotation, product traceability and personal hygiene, and how they can be used as part of a food safety program • acceptable control methods for the hazards identified and required corrective action when control requirements are not met • validation and verification processes and techniques and responsibilities

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • identify components and parameters of a food safety program • identify food safety hazards in production processes • establish and validate control standards and methods for each hazard • establish procedures for unpredicted hazards • communicate and document hazards and control procedures • complete workplace records • apply safe work practices and identify occupational health and safety (OHS) hazards and controls • apply food safety procedures.
Context of and specific resources for	Assessment must occur in a real or simulated workplace

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EVIDENCE GUIDE	
assessment	where the assessee has access to: • workplace food safety program documentation • advice on quality and food safety legislation • procedures for developing or modifying specifications and other advice on food safety requirements • procedures for developing or modifying documentation, such as work instructions and procedures, log sheets and other recording requirements • review/audit arrangements • consultative mechanisms • communication systems • training system • reporting/recording system.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Food safety programs	A food safety program is a written document that specifies how a business will control all food safety hazards that are reasonably expected to occur in the food business. The food safety program must provide for the systematic

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RANGE STATEMENT	
	monitoring of the controls as well as appropriate corrective action if a hazard is found not to be under control. Records must be kept to demonstrate action in relation to, or in compliance with, the food safety program. A food safety program may be developed as a stand-alone program or may be integrated with the quality program in a workplace
Methods used to control hazards	Methods used to control hazards include: • both support programs and specific hazard control limits or requirements Typical examples of support programs include: • product recall • cleaning schedules • pest control programs • personal hygiene practices • calibration procedures and related operating procedures
Food safety hazards	Food safety hazards include: • microbiological • chemical • physical hazards
Validation	Validation refers to: • the use of objective evidence in order to prove that materials, processes, procedures or equipment used are capable of delivering the intended result
Verification	Verification refers to: • reviewing all aspects of the food safety program and related records to determine compliance with and adequacy of the food safety program At a minimum, food safety programs must be verified annually
Scope of the HACCP based plans	The scope of the HACCP-based plan depends on workplace requirements and may extend outside the direct area of responsibility of the team participants

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Unit Sector(s)

Unit sector	Technical

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFTEC3002A Implement the pest prevention program

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the skills and knowledge required to implement an existing pest management program.

Application of the Unit

Application of the unit	This unit has application in a food production environment. It typically targets the worker responsible for inspecting food products and implementing control procedures. In some states and territories, activities including purchasing and application of some pesticides are covered by licensing arrangements. Where this applies, the appropriate licence is a prerequisite for undertaking this unit. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply in place of the Food Standards Code and reference to food safety is replaced by GMP.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Monitor the implementation of pest prevention measures	1.1. Inspections are conducted to monitor the effectiveness of pest prevention measures 1.2. Signs of pest infestation are identified, analysed and reported 1.3. Hygiene standards are maintained to meet company requirements
2. Implement pest elimination procedures	2.1. Control measures suited to infestation are selected 2.2. Procedures for the elimination of pests are implemented 2.3. Records are maintained 2.4. Waste is collected, treated and disposed of according to company procedures 2.5. Work is conducted in accordance with workplace environmental guidelines

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ELEMENT	PERFORMANCE CRITERIA
3. Review pest control programs	3.1. Pest infestation is monitored to confirm effectiveness of treatment method 3.2. The treatment program is modified within level of responsibility 3.3. Changes to the treatment program are reported to the appropriate personnel

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- recognise indicators of pest invasion
- select appropriate control method according to the control program in place
- select, fit and use personal protective clothing and/or equipment
- follow pest elimination procedures, such as preparing pesticides for use, applying pesticides according to company procedures and licensing arrangements, setting up and operating equipment, such as fumigation and other pesticide application equipment, and preparing and placing baits as required
- follow procedures to measure and monitor pest populations, such as sampling, testing and recording data
- review effectiveness of control methods and amend or recommend changes to program as required
- safely dispose of pesticides, residues, empty containers and pests
- monitor the implementation of housekeeping and cleaning standards
- conduct tests according to enterprise procedures, such as using instrumentation to measure the presence of airborne pesticides
- carry out basic maintenance required to support pest prevention measures according to enterprise procedures
- liaise with external contractors according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
Knowledge of: • basic principles of integrated pest management (IPM), including identification of pest hazards, establishment of pest elimination methods and monitoring the effectiveness of these measures • methods used to prevent pest invasion suited to workplace and typical pest invasion, including appropriate work area and storage design features to minimise the possibility of pest infestation through building access points, packaging materials/requirements to protect product from pests and other physical and mechanical control measures • housekeeping and cleaning standards to minimise conditions which attract pests • food safety issues relating to the use of pesticides in a food handling area • characteristics and behaviour of each type of pest at each life cycle stage • conditions required by pests for survival • methods and procedures used to minimise pest resistance to elimination methods • range of pesticides used in the workplace • legislation, codes of practice and procedures relating to the purchase, transport, storage, use and disposal of pesticides • safe procedures for handling, using and storing pesticides and dangerous goods, identifying identification of information provided on labels, and where required, handling of gas cylinders • purpose, application and limitations of protective clothing and equipment • test methods where relevant • basic maintenance procedures where relevant • contractor service arrangements where relevant

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate	Evidence of ability to: • conduct pest inspections

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EVIDENCE GUIDE	
competency in this unit	• identify pest infestations and select suitable control measures • implement pest control measures in accordance with procedure • monitor effectiveness of controls • assess control procedures and contribute to improvement of pest control • complete workplace records as required • apply safe work practices and identify OHS hazards and controls • apply food safety procedures
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • work procedures, including advice on safe work practices, food safety and environmental requirements • pesticide labels • MSDS and personal protective clothing and equipment • pest management program and procedures • pest management compounds and equipment • housekeeping procedures and cleaning schedules in the work area, such as storage, production and/or packaging areas • documentation and record keeping system.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2011A Conduct routine maintenance • FDFOP2013A Apply sampling procedures • MSL973001A Perform basic tests.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out in accordance with company procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements
Workplace information	Workplace information may include: • pest management program • pesticide labels • work instructions • standard operating procedures (SOPs) • specifications • materials safety data sheets (MSDS) • manufacturers' advice • standard forms and reports
Hazardous substances	Work may involve: • exposure to chemicals and other hazardous substances and may require working in accordance with a permit to work
Pests	Pests include: • vertebrates, such as birds, rats and mice • invertebrates, such as insects
Pest control methods	Pest control methods may include: • fumigation • application of insecticides, dusts, gas and/or baits (using registered controlled and generally available substances) Where use of pesticides include work conditions covered by National Occupational Health and Safety Commission and/or state and territory health and safety authorities, the assessment criteria and methods prescribed by these

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RANGE STATEMENT	
	authorities must also be met
Selection of control measures	Selection of control measures occurs in the context of an existing program
Application equipment	Application equipment may include: • automated reticulation systems • sprayers • misters and dosing equipment
Tests	Tests may include: • testing the level of fumigant in the atmosphere and pressure testing
Records	Records are maintained to meet legal and company requirements

Unit Sector(s)

Unit sector	Technical

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FDFTEC3003A Apply raw materials, ingredient and process knowledge to production problems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers skills and knowledge required to apply knowledge of ingredients and processes to troubleshoot typical problems that occur in preparing, processing and/or packaging product.

Application of the Unit

Application of the unit	This unit applies where problem solving occurs over one or more processes and requires an understanding of the characteristics of raw materials and ingredients and processing methods used. It typically applies to the production operator where responsibility for solving problems relating to non-conforming raw materials, ingredients and processes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and respond to non-conforming ingredients/raw materials	1.1. Non-conformance in raw materials/ingredients is identified and reported according to workplace reporting requirements 1.2. Causes of non-conformance are investigated and reported according to workplace reporting requirements 1.3. Corrective action is determined and implemented within level of responsibility and workplace procedures 1.4. Action is taken to prevent recurrence of non-conformance 1.5. Action is reported according to workplace reporting requirements
2. Identify and respond to non-conforming product and processes	2.1. Processing parameters, stages and changes which occur during processing are monitored 2.2. Non-conformance in processing, handling and/or storage is identified and corrective action taken according to workplace requirements 2.3. Causes of non-conformance relating to processing, handling and/or storage are investigated and reported according to workplace reporting requirements 2.4. Corrective action is determined and implemented within level of responsibility and workplace procedures

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Action is taken to prevent recurrence of non-conformance 2.6. Action is reported according to workplace reporting requirements 2.7. Work is conducted in accordance with workplace environmental guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- identify requirements of ingredient/raw material characteristics within level of responsibility
- follow procedures to identify, remove/isolate and report non-conforming ingredients/materials and/or product according to workplace reporting requirements
- determine likely causes of non-conformance of ingredients/raw materials
- recognise indicators of unacceptable or non-conforming processing, handling and/or storage outcomes
- act promptly to identify, remove/isolate and report non-conforming product and/or processes
- access and apply workplace information relating to process troubleshooting
- investigate non-conformance to determine likely causes and report findings to appropriate personnel
- identify action required to correct non-conformance and implement within level of responsibility
- identify action required to prevent or minimise and control recurrence of non-conformance and implement within level of responsibility
- complete workplace records, including reporting non-conformance and documenting corrective actions according to workplace recording procedures
- conduct tests to confirm raw material/ingredient and/or final product quality characteristics according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
Knowledge of: • basic composition and function of each main raw material/ingredient used, such as awareness of ingredient grades or types • common causes of contamination/unacceptable quality of raw materials/ ingredients • methods used to confirm quality standard, such as accessing information (e.g. certificates of analysis and/or laboratory clearance information) • the effect of variation in raw materials/ingredients on processing stages and final product outcome, including factors likely to cause variation, and scope to adjust or correct for variation at each processing stage • appropriate handling and storage requirements for raw materials/ingredients and final product, and the effect of failing to meet required storage conditions • the changes and reactions that occur through processing stages, including the signs and symptoms of poor/unacceptable processing or equipment operation • factors that affect the shelf-life of product • the inter-relationships between processing stages and the effect of variation in processing parameters on process outcome and on final product, including factors likely to cause variation, and scope to adjust or correct for variation at subsequent process stages • procedures for identifying and isolating non-conforming product • troubleshooting information and techniques • procedures and related documentation required to amend or introduce a new method or procedure, such as short term procedures for amending or updating specifications and processing parameters • reporting requirements and responsibilities • test methods to confirm raw material/ingredient and/or final product quality characteristics where relevant

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed.

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EVIDENCE GUIDE	
	Competence in this unit must be achieved in accordance with food safety standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of ability to: • describe required quality characteristics for raw materials and ingredients • describe required processes to achieve production specifications • identify common non-conforming materials and ingredients and causes • identify common non-conforming processes and causes • determine and undertake corrective action for non-conformances • complete workplace documentation and report non-conformances • apply food safety procedures.
Context of and specific resources for assessment	Assessment must occur in a real or simulated workplace where the assessee has access to: • ingredient/raw materials specifications and related advice, such as certificates of analysis • ingredients/raw materials and final product and related processing equipment and stores areas • troubleshooting information relevant to workplace processes • sampling and test equipment and procedures as required • system for managing and updating workplace documents, such as Standard Operating Procedures (SOPs) and log sheets/processing parameters • reporting and recording system and procedures.
Method of assessment	This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be: • FDFOP2013A Apply sampling procedures • FDFPPL3002A Report on workplace performance • MSL973001A Perform basic tests • PMBQUAL390A Solve problems using quality tools.
Guidance information for assessment	To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of

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EVIDENCE GUIDE	
	circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Policies and procedures	Work is carried out according to company procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements.
Legislative requirements	Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes: • the Food Standards Code, including labelling, weights and measures legislation • legislation covering food safety, environmental management, occupational health and safety (OHS), anti-discrimination and equal opportunity When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply in place of the Food Standards Code and reference to food safety is replaced by GMP
Ingredients/raw materials	Ingredients/raw materials are those used to manufacture product
Typical processing and related techniques	Typical processing and related techniques include but are not limited to: • raw materials/ingredient dispensing • preparation • mixing and blending • conditioning

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RANGE STATEMENT	
	• primary and further processing • wrapping • packing and storage
Typical process parameters	Typical process parameters include but are not limited to: • temperature • time • pressure • flow rate
Typical reactions	Typical reactions depend on processing method. Examples include but are not limited to: • gelatinisation and hydration
Problem minimisation	Where recurrence of a problem cannot be prevented, procedures should be established to minimise the likelihood of recurrence and to identify any further incidents

Unit Sector(s)

Unit sector	Technical

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FNSACC301A Process financial transactions and extract interim reports

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the functions involved in preparation and processing of routine financial documents, preparing journal entries, posting journals to ledgers, preparing, banking and reconciling financial receipts, and extracting a trial balance and interim reports. This unit may apply to job roles subject to licensing, legislative, regulatory or certification requirements so the varying Commonwealth, State or Territory requirements should be confirmed with the relevant body.

Application of the Unit

Application of the unit	The unit can be applied to all sectors of the financial services sector and to job roles such as account clerks and bookkeepers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Check and verify supporting documentation	1.1. ***Information*** from ***documents*** is identified, checked and recorded 1.2. ***Supporting documentation*** is examined to establish accuracy and completeness and to ensure authorisation by appropriate personnel
2. Prepare and process banking and petty cash documents	2.1. Deposits and withdrawals are accurately entered and balanced according to organisational procedures 2.2. Cheques and card vouchers are checked for ***validity*** before processing 2.3. Banking documentation is reconciled with organisation's financial records 2.4. Petty cash claims and vouchers are checked, processed and recorded and the petty cash book is balanced according to organisational procedures
3. Prepare and process invoices for payment to creditors and for debtors	3.1. Invoices are prepared in accordance with organisational procedures 3.2. Invoices are checked against source documents for accuracy and any errors corrected 3.3. All invoices and related documents are filed for auditing purposes
4. Prepare journals and	4.1. ***Journals*** are prepared ***accurately and completely***

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ELEMENT	PERFORMANCE CRITERIA
batch monetary items	and items batched within organisational timelines 4.2. ***Batch items*** are precisely matched to initial receipt records 4.3. Journals are authorised in accordance with ***organisational policy and procedures***
5. Post journals to ledger	5.1. Journals are posted to ledger accurately and in accordance with organisation input standards with transactions correctly allocated to system and accounts
6. Enter data into system	6.1. Data is entered into system accurately and in accordance with organisation input standards with transactions correctly allocated to system and accounts 6.2. Related systems are updated to maintain the integrity of relationships between financial systems
7. Prepare deposit facility and lodge flows	7.1. A ***deposit facility*** is selected appropriate to the ***banking method*** to be used 7.2. Batch is balanced with deposit facility without error 7.3. ***Security and safety precautions*** are taken appropriate to the method of banking in accordance with organisational policy and ***industry and legislative requirements*** 7.4. ***Proof of lodgement*** is obtained and filed so that it is easily accessible and traceable
8. Extract a trial balance and interim reports	8.1. Any ***special transactions*** are processed accurately 8.2. Cash and credit journals are completed and posted to general ledger 8.3. A trial balance is extracted and checked and other required ***reports*** prepared 8.4. Any ***errors*** are found and corrected

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to:

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REQUIRED SKILLS AND KNOWLEDGE
• determine and confirm work requirements, using questioning and active listening as required • share information, listen and understand • read and interpret documentation from a variety of sources • use language and concepts appropriate to cultural differences • numeracy skills to make financial calculations • information technology skills for accessing and using spreadsheets and databases • literacy skills for data analysis and interpretation • evaluative and general analytical skills • organisational skills, including the ability to plan and sequence work
Required knowledge
• accounting conventions, processes and procedures • banking procedures and guidelines • industry codes of practice • legislative and regulatory requirements relevant to the work • organisational policy and procedures • relevant Acts and regulations • security procedures for handling cheques, vouchers and cash

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • accurately enter and balance deposits and withdrawals • process and balance petty cash transactions • check and verify supporting documentation • apply relevant security measures for preparing and banking receipts • batch monetary items and prepare deposit facilities • use knowledge of organisational policies and procedures and legislative requirements to accurately enter data into accounting systems and process journal entries

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EVIDENCE GUIDE	
	• prepare and authorise journals and check journal processing reports • extract and check/correct a trial balance • file documentation to meet all organisational and regulatory requirements.
Context of and specific resources for assessment	Assessment must ensure: • competency is demonstrated in the context of the financial services work environment and conditions specified in the range statement either in a relevant workplace or a closely simulated work environment • access to and the use of a range of common office equipment, technology, software and consumables.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples, in combination, are appropriate for this unit: • evaluating an integrated activity which combines the elements of competency for the unit or a cluster of related units of competency • verbal or written questioning on underpinning knowledge and skills which may include formal examinations • setting and reviewing workplace projects and business simulations/scenarios • evaluating samples of work • accessing and validating third party reports.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Information includes:	• account numbers • addresses

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RANGE STATEMENT	
	• amounts of money, figures • card numbers • cheque numbers • dates • names.
Documents may include:	• application forms • claim forms • petty cash vouchers • invoices • purchase orders • receipts • credit notes • statements • deposit books • delivery dockets • remittance advice.
Supporting documentation may include information that supports the transaction such as:	• suspense reports • reconciliations.
Validity may include:	• signature • dates • amounts.
Journals may include:	• general • cash receipts • cash payments • sales • purchases • returns and allowances.
Preparing journals ***accurately and completely*** means:	• meaningful notation • effective date specified • correct allocation • balanced transaction.
Batch items are:	• grouped receipts treated as a separate transaction entity.
Organisational policy and procedures may include:	• operations manual • internal control guidelines • computer system documentation.

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RANGE STATEMENT	
Deposit facilities may include:	• bank deposit slips • direct debit transaction reports.
Banking methods include:	• personal • through a third party security company • by pick-up.
Security and safety precautions may include:	• banking of all negotiable instruments on day received • all batches posted on day of receipt • cash management processes.
Industry and legislative requirements may cover:	• Anti-Money Laundering and Counter Terrorism Financing Acts • Australian Accounting Standards • Australian Securities and Investments Commission (ASIC) Code • consumer credit legislation • industry codes of practice • occupational health and safety (OHS) Acts and guidelines • Privacy Act • relevant Insurance Act • Stamp Duties Act • Taxation Act • Trade Practices Act.
Proof of lodgement may include:	• bank stamped deposit facility • verified transaction listing.
Special transactions may include:	• introduction of additional capital • drawings of cash and goods • purchase and sale of non-current assets at book value • interest payable and receivable on overdue accounts • dishonour of cheques including write-back of discount • bad debts written off or recovered.
Reports may include:	• balance sheet • trial balance • unadjusted income statement.
Errors may include:	• a transaction not being recorded in a journal or recorded incorrectly • a journal entry not posted to the ledger or posted twice • an entry being made in an incorrect ledger account but on the correct side • entries being made on the wrong side of two ledger

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RANGE STATEMENT	
	accounts • offsetting errors (compensating errors) where two independent errors for the same amount are made.

Unit Sector(s)

Unit sector	Accounting

Competency field

Competency field	

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FNSORG604A Establish outsourced services and monitor performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish a scope and criteria for outsourced services such as accountants, actuaries, solicitors, insurers, call centres, investment managers and fund administrators, select and engage suppliers, and monitor their performance. This unit may apply to job roles subject to licensing, legislative, regulatory or certification requirements so Commonwealth, State or Territory requirements should be confirmed with the relevant body.

Application of the Unit

Application of the unit	This unit may apply to job roles where outsourced services are contracted and monitored as a team process or an individual responsibility in a financial services organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Establish scope for outsourced services	1.1. A review is conducted to determine the extent to which selected activities are conducted internally or by outsourced services and identify which activities within the organisation should be outsourced 1.2. Scope of possible ***outsourced services*** is identified and documented 1.3. ***Legislative and regulatory requirements*** in required services are identified and documented 1.4. Recommendation or decision on scope of outsourced services is made according to organisational requirements
2. Establish criteria for outsourced services	2.1. Scope of expertise required for the outsourced service is defined and ***performance standards*** established and documented 2.2. Monitoring and reporting procedures for outsourced

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ELEMENT	PERFORMANCE CRITERIA
	services are established and documented 2.3. Procedure for integrating outsourced services with practices is established and documented and briefing and tender documents prepared
3. Select and engage outsourced suppliers	3.1. Tender process is implemented according to organisational guidelines and tender applications assessed according to required criteria with further information obtained if necessary 3.2. Suppliers of outsourced services are selected and engaged formally according to organisational guidelines 3.3. Outsourced supplier is briefed on required service and fund standards and procedures 3.4. Personnel within the organisation are informed about outsourced services and working implications
4. Monitor performance of outsourced services	4.1. Outsourced service performance is assessed against performance outcomes and organisational requirements and further review periods established 4.2. ***Required changes in service*** are negotiated 4.3. Supplier performance is documented and communicated internally as required 4.4. Outsourced services are re-engaged or disengaged as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• well-developed communication skills to:
  • gather information and data by consulting with staff and potential suppliers, using questioning and active listening as required
  • liaise with others, share information, listen and understand
  • use language and concepts appropriate to cultural differences
• highly developed research and analysis skills for accessing and managing complex information and assessing outsourcing and governance requirements
• well-developed literacy skills to:

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REQUIRED SKILLS AND KNOWLEDGE
• interpret and analyse complex documentation including regulatory and legal compliance requirements and guidelines • draft outsourcing tender documentation, specification and performance measures • produce management reports • well-developed numeracy skills to accurately analyse, record and store data in accordance with organisational requirements • IT skills for accessing and using appropriate integrated financial system software, spreadsheets and databases and using internet information • problem solving skills to identify any issues that have the potential to impact on organisational quality through outsourcing and to develop options to resolve these issues when they arise • organisational skills, including the ability to plan and sequence work
Required knowledge
• features, compliance and reporting requirements of the relevant sector of industry • organisational procedures for ensuring RG146 compliance • performance management procedures • reputation and expertise of service providers in the industry • risk management strategies • scope of service provisions • timeframe requirements for compliance reports for specialist services

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • interpret and comply with legislative and regulatory requirements • establish criteria for outsourced services and select and effectively and efficiently engage them • effectively monitor performance of outsourced services • implement a tender process and assess applications.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • competency is demonstrated in the context of the financial services work environment and conditions specified in the range statement either in a relevant workplace or a closely simulated work environment • access to and the use of a range of common office equipment, technology, software and consumables • access to financial services information • access to organisational policies and procedures documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples, in combination, are appropriate for this unit: • evaluating an integrated activity which combines the elements of competency for the unit or a cluster of related units of competency • verbal or written questioning on underpinning knowledge and skills • setting and reviewing business simulations or scenarios • evaluating samples of work • accessing and validating third party reports.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Outsourced services may include:	• actuaries • auditors • communication consultants • employer relationship managers • insurers

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RANGE STATEMENT	
	• investment managers • IT specialists • planners • sales and marketing specialists • solicitors • trustees.
Legislative and regulatory guidelines may include:	• anti-discrimination legislation (Commonwealth and State or Territory) • Consumer Affairs Act • Corporations Act • Financial Services Reform Act (FSRA) • Income Tax Assessment Act • industrial legislation • industry codes of practice • Insurance Act • National Guarantee Funds Rules • Privacy Act • stamp duty legislation • Superannuation Industry (Supervision) (SIS)Act • Superannuation Industry Regulations • Trade Practices legislation • Trustee Acts or Trust Acts in each State and Territory.
Performance standards may include:	• available personnel • communication and documentation standards • completion dates • data availability • document presentation • experience • interpersonal relations • IT compatibility • location • number of outcomes • performance goals • procedures • reputation • response times • service dedication • staff communication • value for money.
Required changes in	• changes in the way service is implemented

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RANGE STATEMENT	
service may include:	• increased communication or documentation • increased or decreased service • increased standards of performance.

Unit Sector(s)

Unit sector	Organisational skills

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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FPICOT2233B Navigate in forest areas

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the outcomes required to navigate in forest areas in situations where difficult environmental conditions and poor visibility are likely to occur. The unit includes interpretation and use of maps and other navigation aids

General workplace legislative and regulatory requirements apply to this unit; however there are no specific licensing or certification requirements at the time of publication

This unit replaces FPICOT2233A Navigate in forest areas

Application of the Unit

Application of the unit

The unit involves navigating in forest areas in a forest environment setting

The skills and knowledge required for competent workplace performance are to be used within the scope of the person's job and authority

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for navigation	1.1. Applicable ***occupational health and safety*** (OHS), ***environmental***, ***legislative*** and ***organisational requirements*** relevant to navigating in forest areas are identified and followed
	1.2. ***Information*** is gathered and ***relevant factors*** are identified and checked with ***appropriate personnel***
	1.3. Suitable ***maps***, ***equipment*** and ***navigation aids*** are selected and checked for accuracy, currency and operational effectiveness in line with manufacturer recommendations
	1.4. Faults or errors in maps and equipment are detected and corrected
	1.5. ***Communication*** with others is established and maintained in line with OHS requirements
2. Plan the route	2.1. Route is planned according to assignment instructions and OHS requirements
	2.2. Maps are examined to identify relevant ***symbols***, ***information***, ***navigation data and environmental requirements***
	2.3. Emergency or contingency exit routes are planned
	2.4. ***Limitations*** in planning are specified and assistance is sought in line with organisational requirements
3. Conduct navigation	3.1. Navigation is undertaken according to planned route

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ELEMENT	PERFORMANCE CRITERIA
	and schedule
	3.2. Maps are correctly orientated to ***surroundings*** according to planned route
	3.3. Equipment and navigation aids are used in line with manufacturer recommendations
	3.4. Alternative routes are navigated to bypass ***obstacles*** and improve efficiency of route or course
	3.5. Impact on the environment as a result of navigation is minimised

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Technical skills sufficient to use and maintain relevant tools and equipment
- Communication skills sufficient to follow legislation, regulations, standards, codes of practice and established safe practices and procedures for navigating in forest areas; use appropriate communication and interpersonal techniques and methods with colleagues and others
- Literacy skills sufficient to follow legislation, regulations, standards, codes of practice and established safe practices and procedures for navigating in a forest area
- Numeracy skills sufficient to calculate bearings using maps and compass correctly
- Problem solving skills sufficient to review and identify work requirements; identify problems and equipment faults; demonstrate appropriate response procedures; interpret maps, charts, distances, relevant symbols, map meaning and line types; estimate resource and equipment requirements; solve problems and bypass obstacles; locate own position on a map

Required knowledge

- Applicable commonwealth, state or territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes for navigating in forest areas
- Environmental protection requirements, including the safe disposal of waste material and returning the environment to its original or near to original condition on completion of activity
- Organisational and site standards, requirements, policies and procedures for navigating in forest areas

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REQUIRED SKILLS AND KNOWLEDGE

- Environmental risks and hazards
- Types of maps and charts, and their uses
- Representation of topographic features on maps and plans
- Common scales used on maps and plans
- Features and use of a compass and factors that affect its accuracy
- Advantages and disadvantages of different map and chart types and sources of error
- Techniques for estimating distance travelled within a particular activity context
- Established communication channels and protocols
- Problem identification and resolution strategies, and common fault finding techniques
- Types of tools and equipment, and procedures for their safe use and maintenance
- Appropriate mathematical procedures for estimating and measuring, including calculating time to complete tasks
- Procedures for recording and reporting workplace records and information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person who demonstrates competency in this unit must be able to provide evidence that they can safely and efficiently navigate in forest areas demonstrating the correct orientation and use of maps, plans and compass
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to, and satisfy, all of the requirements of the elements of this unit and include demonstration of: • following applicable commonwealth, state or territory legislative and regulatory requirements and codes of practice relevant to navigating in forest areas • following organisational policies and procedures relevant to navigating in forest areas • selecting, interpreting and applying maps and other relevant information in written, diagrammatic and

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EVIDENCE GUIDE

	verbal form • using maps, compass and navigation aids to navigate in forest areas, confirming factors affecting the use of navigation equipment • planning and conducting navigation by passing obstacles within designated timeframes

Context of and specific resources for assessment	• Competency is to be assessed in the workplace or realistically simulated workplace
	• Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
	• Assessment of required knowledge, other than confirmatory questions, will usually be conducted in an off-site context
	• Assessment is to follow relevant regulatory or Australian Standards requirements
	• The following resources should be made available:
	  • workplace location or simulated workplace
	  • materials and equipment relevant to undertaking work applicable to this unit
	  • specifications and work instructions

Method of assessment	• Assessment must satisfy the endorsed Assessment Guidelines of the FPI11 Training Package • Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of required knowledge • Assessment must be by direct observation of tasks, with questioning on required knowledge and it must also reinforce the integration of employability skills • Assessment methods must confirm the ability to access and correctly interpret and apply the required knowledge • Assessment may be applied under project-related conditions (real or simulated) and require evidence of process • Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances • Assessment may be in conjunction with assessment of other units of competency • The assessment environment should not disadvantage

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EVIDENCE GUIDE

	the candidate • Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English • Where the participant has a disability, reasonable adjustment may be applied during assessment • Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

OHS requirements:	are to be in line with applicable commonwealth, state or territory legislation and regulations, and organisational safety policies and procedures, and may include: • personal protective equipment and clothing • safety equipment • first aid equipment • fire fighting equipment • hazard and risk control • fatigue management • elimination of hazardous materials and substances • safe forest practices, including required actions relating to forest fire • manual handling including shifting, lifting and carrying
Environmental requirements may include:	• legislation • organisational policies and procedures • workplace practices

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RANGE STATEMENT

Legislative requirements: are to be in line with applicable commonwealth, state or territory legislation, regulations, certification requirements and codes of practice and may include:

- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- OHS
- the environment
- equal opportunity
- anti-discrimination
- relevant industry codes of practice
- duty of care

Organisational requirements may include:

- legal
- organisational and site guidelines
- policies and procedures relating to own role and responsibility
- quality assurance
- procedural manuals
- quality and continuous improvement processes and standards
- OHS, emergency and evacuation procedures
- ethical standards
- recording and reporting requirements
- equipment use, maintenance and storage requirements
- environmental management requirements (waste minimisation and disposal, recycling and re-use guidelines)

Information may relate to:

- local inhabitants
- type of terrain or features of the route
- access and exit routes
- natural protection or shelter
- land management and legislative requirements
- guide books

Relevant factors may relate to:

- types of terrain and gradient
- weather conditions
- obstacles
- hazards and access to required resources and

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RANGE STATEMENT

	facilities • distance • estimated travelling time • magnetic bearings
Appropriate personnel may include:	• supervisors • clients • colleagues • line management
Maps may include:	• cadastral and topographic maps • charts • guide books • aerial photographs • sketches • cave maps • diagrams
Equipment may include:	• compass • track and survey markers • beacons • personal protective equipment and clothing • global positioning system (GPS) units
Navigation aids may include:	• track and creek junctions and crossings • survey markers • beacons • track markers • paths • signs • arrows • compass and man-made objects or features
Communication may include:	• verbal and non-verbal language • constructive feedback • active listening • questioning to clarify and confirm understanding • use of positive, confident and cooperative language • use of language and concepts appropriate to individual social and cultural differences • control of tone of voice
Symbols and information may include:	• grid lines and numbers • contour lines

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RANGE STATEMENT

Navigation data may include:

- scale
- map legend
- topographic features
- markers and beacons
- water depth
- grid reference points
- distances
- estimated travelling times
- height gain and loss
- gradient
- identifiable features
- exit routes

Limitations may relate to:

- job role and responsibilities
- own competency level
- industry requirements
- own understanding of risk identification processes
- own interpretation of maps
- legislation
- regulations and procedures
- legal responsibilities
- OHS environmental requirements

Surroundings may include:

- ground or terrain
- bodies of water
- beacons and markers
- natural formations
- landmarks
- man-made features

Obstacles may include:

- thick vegetation
- drops and climbs
- marshes and bogs
- fog
- rivers
- lakes and dams
- tides
- hazards, such as rocks

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Unit Sector(s)

Not Applicable

Competency field

Competency field Common Technical

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FPIFGM2201B Collect seed

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the outcomes required to collect, treat and store seed

Compliance with licensing, legislative, regulatory or certification requirements may be required in various jurisdictions

This unit replaces FPIFGM2201A Collect seed

Application of the Unit

Application of the unit

The unit involves collecting seed in a forest environment setting

The skills and knowledge required for competent workplace performance are to be used within the scope of the person's job and authority

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to collect seed	1.1. Applicable ***occupational health and safety*** (OHS), ***environmental***, ***legislative*** and ***organisational requirements*** relevant to collecting seed are identified and followed 1.2. ***Work order*** is reviewed and clarified with ***appropriate personnel*** 1.3. Site ***environmental protection measures*** are followed in line with relevant legislation and regulations 1.4. Potential locations for the collection of required seeds are identified and required ***approvals*** are sought and obtained from ***relevant authorities*** 1.5. ***Equipment and resources*** appropriate to work requirements are selected and checked for operational effectiveness in line with manufacturer recommendations 1.6. Seed collecting operations are checked to ensure safe working conditions and ***planned*** in line with site procedures 1.7. ***Communication*** with others is established and maintained in line with OHS requirements
2. Select and assess seed	2.1. Plant species and condition are visually assessed and checked to ensure the collection of healthy seeds 2.2. **Method of seed collection** is selected and applied without causing damage to ***health of parent plant*** 2.3. Seed is collected from a range of plants and from different areas of plants to maintain genetic diversity 2.4. Seed is placed in clean containers and accurately

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ELEMENT	PERFORMANCE CRITERIA
	labelled in line with industry, site and organisational requirements
3. Clean and store seed	3.1. Seed is ***separated*** from other materials, weighed and stored in line with species requirements and site procedures
	3.2. ***Seed treatment*** is applied to prevent deterioration in line with seed species and site procedures
	3.3. ***Seed information*** is accurately recorded in line with site procedures
	3.4. Seed is ***packaged*** for storage in line with industry, legislative and organisational requirements
	3.5. Seed collection information and results are ***recorded and reported*** in line with site procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Technical skills sufficient to use and maintain relevant equipment and resources; efficiently and safely carry out seed collecting procedures; identify a range of seed species and apply accurate identifying information; use a range of seed collection methods and related equipment
- Communication skills sufficient to use appropriate communication and interpersonal techniques with colleagues and others
- Literacy skills sufficient to record and maintain information, including details of seed species, weight and place of origin
- Numeracy skills sufficient to apply appropriate mathematical techniques to calculate seed weights and quantities
- Problem solving skills sufficient to review and identify work requirements; identify problems and equipment faults; demonstrate appropriate response procedures

Required knowledge

- Applicable commonwealth, state or territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes for collecting seed
- Environmental protection requirements, including the safe disposal of waste material and returning the environment to its original or near to original condition

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REQUIRED SKILLS AND KNOWLEDGE

on completion of activity

- Organisational and site standards, requirements, policies and procedures for collecting seed
- Environmental risks and hazards
- Procedures for minimising environmental impact
- Range of seed species and appropriate collection, treatment and packaging processes, including storage requirements for different seed species
- Types of diseases and pests likely to infect a range of seed species
- Established communication channels and protocols
- Problem identification and resolution strategies, and common fault finding techniques
- Types of tools and equipment, and procedures for their safe use and maintenance
- Appropriate mathematical procedures for estimating and measuring, including calculating time to complete tasks
- Procedures for recording and reporting workplace information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person who demonstrates competency in this unit must be able to provide evidence that they can apply safe and efficient techniques to collect, treat and store a range of seed species in line with species requirements and organisational guidelines
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to, and satisfy, all of the requirements of the elements of this unit and include demonstration of: • following applicable commonwealth, state or territory legislative and regulatory requirements and codes of practice relevant to collecting seed • following organisational policies and procedures relevant to collecting seed • safely and efficiently using and maintaining seed collecting equipment and resources

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EVIDENCE GUIDE

	• treating and storing seed in line with site and industry specifications • recording seed collection information and results, and maintaining workplace information

Context of and specific resources for assessment	• Competency is to be assessed in the workplace or realistically simulated workplace
	• Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
	• Assessment of required knowledge, other than confirmatory questions, will usually be conducted in an off-site context
	• Assessment is to follow relevant regulatory or Australian Standards requirements
	• The following resources should be made available:
	  • workplace location or simulated workplace
	  • materials and equipment relevant to undertaking work applicable to this unit
	  • specifications and work instructions

Method of assessment	• Assessment must satisfy the endorsed Assessment Guidelines of the FPI11 Training Package • Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of required knowledge • Assessment must be by direct observation of tasks, with questioning on required knowledge and it must also reinforce the integration of employability skills • Assessment methods must confirm the ability to access and correctly interpret and apply the required knowledge • Assessment may be applied under project-related conditions (real or simulated) and require evidence of process • Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances • Assessment may be in conjunction with assessment of other units of competency • The assessment environment should not disadvantage the candidate • Assessment practices should take into account any

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EVIDENCE GUIDE

	relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English • Where the participant has a disability, reasonable adjustment may be applied during assessment • Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

OHS requirements:	are to be in line with applicable commonwealth, state or territory legislation and regulations, and organisational safety policies and procedures, and may include: • personal protective equipment and clothing • safety equipment • first aid equipment • fire fighting equipment • hazard and risk control • fatigue management • elimination of hazardous materials and substances • safe forest practices, including required actions relating to forest fire • manual handling including shifting, lifting and carrying
Environmental requirements may include:	• legislation • organisational policies and procedures • workplace practices
Legislative requirements:	are to be in line with applicable commonwealth, state or territory legislation, regulations,

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RANGE STATEMENT

	certification requirements and codes of practice and may include: • award and enterprise agreements • industrial relations • Australian Standards • confidentiality and privacy • OHS • the environment • equal opportunity • anti-discrimination • relevant industry codes of practice • duty of care
Organisational requirements may include:	• legal • organisational and site guidelines • policies and procedures relating to own role and responsibility • quality assurance • procedural manuals • quality and continuous improvement processes and standards • OHS, emergency and evacuation procedures • ethical standards • recording and reporting requirements • equipment use, maintenance and storage requirements • environmental management requirements (waste minimisation and disposal, recycling and re-use guidelines)
Work order is to include:	• information and instructions for collecting, treating and storing seed and may also include: • instructions for the environmental monitoring of work and procedures • environmental care requirements relevant to the work
Appropriate personnel may include:	• supervisors • suppliers • clients • colleagues • managers

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RANGE STATEMENT

Environmental protection measures may include:	• ground growth • canopy • general forest lean • wind speed and direction • fallen trees • density of trees • ground slope • soil and water protection • ground hazards • obstacles
Approvals may include:	• licences and permits required for commercial and non-commercial seed collection • government permits • landholder permits
Relevant authorities may include:	• local governments • parks and reserves managers • forestry managers • relevant government departments and agencies/ authorities, such as those involved in sustainability and environmental issues • relevant Indigenous organisations and agencies
Equipment and resources may include:	• personnel • vehicles • pruning and shaking equipment • sheets • tarpaulins • clean containers for holding seeds • vacuum seed collecting machines • ladders or elevated work platforms • personal protective equipment
Planning includes:	consideration of: • seed collection seasons • when the required species have fruit at optimal condition
Communication may include:	• verbal and non-verbal language • constructive feedback • active listening • questioning to clarify and confirm understanding

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RANGE STATEMENT

	• use of positive, confident and cooperative language • use of language and concepts appropriate to individual social and cultural differences • control of tone of voice
Method of seed collection may include:	• collecting after falling or felling • using ladders • climbing • shaking • high-powered rifles • cherry-pickers
Health of parent plant may require:	• hand picking • careful and selective pruning
Labelling may include:	• seed location • genetic identity
Separation methods may include:	• hand selection • wind separation/winnowing • sieving • vibrating • flotation • drying • crumbling of husks
Seed treatment may include:	• heat • mechanical • chemical protection against pests
Seed information may include:	• time and date of harvest • time and date of receipt into store • weight • species • place or origin of seed • container identifier
Packaging may include:	• vacuum sealing • use of inert atmospheres, such as nitrogen and carbon dioxide • control of packing environment, including temperature, light and moisture
Records and reports may be	maintained by: • electronic database • card index

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RANGE STATEMENT

- data sheets
- filing systems

and may be:

- manual
- a computer-based system
- other appropriate organisational communication system

Unit Sector(s)

Not Applicable

Competency field

Competency field Forest Growing and Management

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FPIFGM3202B Extract seed

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the outcomes required to extract and process native or non-native seed using an extraction unit. It includes seed storage requirements and extraction unit maintenance

General workplace legislative and regulatory requirements apply to this unit; however there are no specific licensing or certification requirements at the time of publication

This unit replaces FPIFGM3202A Extract seed

Application of the Unit

Application of the unit

The unit involves extracting seed in a variety of work settings, including forest environment settings such as farms, agriculture, workshops, domestic, nurseries and local councils

The skills and knowledge required for competent workplace performance are to be used within the scope of the person's job and authority

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive seed-bearing material into store	1.1. Applicable ***occupational health and safety*** (OHS), ***environmental***, ***legislative*** and ***organisational requirements*** relevant to extracting ***seed*** are identified and followed
	1.2. ***Work order*** is reviewed and checked with ***appropriate personnel***
	1.3. Seed bearing material is received, visually assessed, and species are identified and checked with container label
	1.4. Received containers are ***weighed*** and ***identified*** in line with site procedures
	1.5. Material is stored in dry and well-ventilated ***conditions*** in line with site procedures
	1.6. ***Communication*** with others is established and maintained in line with OHS requirements
2. Extract seed	2.1. Seed is extracted in line with work order, and environmental and OHS requirements
	2.2. Seed extraction processes are planned and checked for safe working conditions
	2.3. ***Extraction units and equipment*** are selected appropriate to work requirements and checked for operational effectiveness in line with manufacturer recommendations

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Seed extraction ***systems*** are operated and monitored in line with manufacturer recommendations
	2.5. Seed-bearing material is placed in or on extraction unit and agitation is undertaken as required to maximise yield
	2.6. Seed capsules are inspected and unextracted seed is reprocessed as required to ensure maximum yield
3. Clean and store seed	3.1. Seed is separated from other material, weighed and stored in line with species requirements and site procedures
	3.2. ***Seed information*** is accurately recorded in line with site procedures
	3.3. Seed is ***packaged*** for storage in line with industry, legislative, organisational and environmental requirements
4. Clean and maintain extraction unit	4.1. Residue and other waste material is disposed of in line with site environmental management guidelines
	4.2. Extraction units and equipment are cleaned, maintained and calibrated in line with manufacturer recommendations, site procedures and environmental requirements
	4.3. Abnormal operation or faults with extraction units and equipment are reported for corrective action in line with site procedures
	4.4. Work areas are cleaned and maintained in line with site procedures, and organisational and environmental requirements
	4.5. Seed extraction information and results are ***recorded and reported*** in line with site procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Technical skills sufficient to use and maintain seed extraction units; efficiently and safely carry out seed extraction techniques; identify a range of seed species from capsules and apply accurate identifying information

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REQUIRED SKILLS AND KNOWLEDGE

- Communication skills sufficient to use appropriate communication and interpersonal techniques with colleagues and others
- Literacy skills sufficient to record and report workplace information; maintain documentation
- Numeracy skills sufficient to apply appropriate mathematical techniques to calculate seed weights
- Problem solving skills sufficient to identify problems and equipment faults; demonstrate appropriate response procedures

Required knowledge

- Applicable commonwealth, state or territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes for extracting seed
- Environmental protection requirements, including the safe disposal of waste material, the minimisation of environmental impact, and the cleaning of plant, tools and equipment
- Organisational and site standards, requirements, policies and procedures for extracting seed
- Environmental risks and hazards
- Hazards associated with seed extraction, processing and storage
- Range of seed species, including native and non-native
- Seed extraction processes for native and non-native species
- Storage procedures and requirements for different seed species
- Established communication channels and protocols
- Problem identification and resolution strategies, and common fault finding techniques
- Types of tools and equipment, and procedures for their safe use and maintenance
- Appropriate mathematical procedures for estimating and measuring, including calculating time to complete tasks
- Procedures for recording and reporting workplace information

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment A person who demonstrates competency in this unit must

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EVIDENCE GUIDE

	be able to provide evidence that they can apply safe and efficient techniques to identify, extract, clean and store seed in line with species requirements and organisational guidelines
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to, and satisfy, all of the requirements of the elements of this unit and include demonstration of: • following applicable commonwealth, state or territory legislative and regulatory requirements and codes of practice relevant to extracting seed • following organisational policies and procedures relevant to extracting seed • applying seed extraction and storage techniques in line with work order instructions and within prescribed organisational tolerances • operating, cleaning and maintaining seed extraction units and equipment • recording seed species information and extraction results, and maintaining workplace information

Context of and specific resources for assessment	• Competency is to be assessed in the workplace or realistically simulated workplace
	• Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
	• Assessment of required knowledge, other than confirmatory questions, will usually be conducted in an off-site context
	• Assessment is to follow relevant regulatory or Australian Standards requirements
	• The following resources should be made available:
	  • workplace location or simulated workplace
	  • materials and equipment relevant to undertaking work applicable to this unit
	  • specifications and work instructions

Method of assessment	• Assessment must satisfy the endorsed Assessment Guidelines of the FPI11 Training Package • Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of required knowledge • Assessment must be by direct observation of tasks,

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EVIDENCE GUIDE

with questioning on required knowledge and it must also reinforce the integration of employability skills

- Assessment methods must confirm the ability to access and correctly interpret and apply the required knowledge
- Assessment may be applied under project-related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English
- Where the participant has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

OHS requirements: are to be in line with applicable commonwealth, state or territory legislation and regulations, and organisational safety policies and procedures, and may include:

- personal protective equipment and clothing

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RANGE STATEMENT

- safety equipment
- first aid equipment
- fire fighting equipment
- hazard and risk control
- fatigue management
- elimination of hazardous materials and substances
- safe forest practices, including required actions relating to forest fire
- manual handling including shifting, lifting and carrying

Environmental requirements may include:

- legislation
- organisational policies and procedures
- workplace practices

Legislative requirements: are to be in line with applicable commonwealth, state or territory legislation, regulations, certification requirements and codes of practice and may include:

- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- OHS
- the environment
- equal opportunity
- anti-discrimination
- relevant industry codes of practice
- duty of care

Organisational requirements may include:

- legal
- organisational and site guidelines
- policies and procedures relating to own role and responsibility
- quality assurance
- procedural manuals
- quality and continuous improvement processes and standards
- OHS, emergency and evacuation procedures
- ethical standards
- recording and reporting requirements
- equipment use, maintenance and storage requirements

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RANGE STATEMENT

	• environmental management requirements (waste minimisation and disposal, recycling and re-use guidelines)
Seed may include:	• native species • non-native species
Work order is to include:	• information and instructions on material to be extracted • site seed extraction requirements and may also include: • instructions for the environmental monitoring of work and procedures • environmental care requirements relevant to the work
Appropriate personnel may include:	• supervisors • suppliers • clients • colleagues • managers
Weight may include:	• properly calibrating and maintaining scales • using scales for weighing under licence from the weights and measures authority
Identifiers may include:	• alphanumeric • bar codes • colour codes • symbols
Conditions	for storage of material must be free of humidity or wetness to protect against incidence of fungus
Communication may include:	• verbal and non-verbal language • constructive feedback • active listening • questioning to clarify and confirm understanding • use of positive, confident and cooperative language • use of language and concepts appropriate to individual social and cultural differences • control of tone of voice
Extraction units and equipment may include:	• kilns operated by gas, solar energy, oil or electricity • sieves of various sizes

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RANGE STATEMENT

	• air-drying racks and trays • lifting devices, such as overhead gantry, fork lift and conveyor belt • electronic and manual scales
Systems may include:	• electronic • manual
Seed information includes	details of: • species • weight • place or origin • container identifier
Packaging must:	• ensure protection of seeds • maintain traceability to collection source
Records and reports may include:	• seed species information • seed extraction processes and results • storage procedures and may be: • manual • a computer-based system • other appropriate organisational communication system

Unit Sector(s)

Not Applicable

Competency field

Competency field Forest Growing and Management

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HLTFA301B Apply first aid

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Application of the Unit

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements specified in the competency unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess the situation	1.1 Identify assess and minimise **hazards** in the situation that may pose a risk of injury or illness to self and others
	1.2 Minimise immediate **risk** to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements
	1.3 Assess casualty and identify injuries, illnesses and conditions
2 Apply first aid procedures	2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
	2.2 Use available **resources and equipment** to make the casualty as comfortable as possible
	2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort
	2.5 Seek consent from casualty prior to applying first aid management
	2.6 Provide **first aid management** in accordance with **established first aid principles** and Australian Resuscitation Council (ARC) Guidelines and/or State/Territory regulations, legislation and policies and industry requirements
	2.7 Seek first aid assistance from others in a timely manner and as appropriate
	2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures

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		2.9 Use safe manual handling techniques as required
		2.10 Monitor **casualty's condition** and respond in accordance with effective first aid principles and procedures
		2.11 Finalise casualty management according to casualty's needs and first aid principles
3	Communicate details of the incident	3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant **communication media and equipment**
		3.2 Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel
		3.3 Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures
		3.4 Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures
		3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4	Evaluate own performance	4.1 Seek feedback from **appropriate clinical expert**
		4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents
		4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

Required Skills and Knowledge

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

Essential knowledge:

ARC Guidelines relating to provision of first aid as outlined

Working knowledge of:

basic principles and concepts underlying the practice of first aid

procedures for dealing with major and minor injury and illness

priorities of management in first aid when dealing with life threatening conditions

basic occupational health and safety requirements in the provision of first aid

infection control principles and procedures, including use of standard precautions

chain of survival

first Aiders' skills and limitations

Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

First aid management of:

abdominal injuries

allergic reactions

altered and loss of consciousness

bleeding

burns - thermal, chemical, friction, electrical

cardiac arrest

casualty with no signs of life

chest pain

choking/airway obstruction

injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations

envenomation - snake, spider, insect and marine bites

environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke

fractures

medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions

near drowning

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poisoning and toxic substances (including chemical contamination)

respiratory distress

seizures

shock

stroke

substance misuse - common drugs and alcohol, including illicit drugs

Awareness of stress management techniques and available support

Social/legal issues:

duty of care

need to be culturally aware, sensitive and respectful

importance of debriefing

confidentiality

own skills and limitations

Essential skills:

Ability to:

Conduct an initial casualty assessment

Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills

Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit **HLTCPR201A Perform CPR**)

Apply first aid principles

Infection control, including use of standard precautions

Follow OH&S guidelines

Demonstrate:

safe manual handling

consideration of the welfare of the casualty

ability to call an ambulance

site management to prevent further injury

Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available

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medical/pharmaceutical instructions

Administer medication in line with state/territory regulations, legislation and policies

Prepare a written incident report or provide information to enable preparation of an incident report

Communicate effectively and assertively in an incident

Make prompt and appropriate decisions relating to managing an incident in the workplace

Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition

Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evaluate own response and identify appropriate improvements where required

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

Critical aspects of assessment:	Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit Competence should be demonstrated working individually and, where appropriate, as part of a first aid team Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines
Context and resources required for	Skills in performing first aid procedures are to be assessed through demonstration, with

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assessment:	questioning to confirm essential knowledge For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines
Access and equity considerations:	All workers in the health industry should be aware of access and equity issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Contextualisation to address specific requirements may include:	Focus on first aid management of specific types of injury First aid provision under specific constraints

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	or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Established first aid principles include:	Preserve life Prevent illness, injury and condition(s) becoming worse Promote recovery Protect the unconscious casualty
Vital signs include:	Consciousness Breathing Circulation
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Hazards may include:	Physical hazards Biological hazards Chemical hazards Hazards associated with manual handling
Risks may include:	Risks from equipment, machinery and substances Risks from first aid equipment Environmental risks Exposure to blood and other body substances Risk of further injury to the casualty Risks associated with the proximity of other workers and bystanders

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	Risks from vehicles
Casualty's condition is managed for:	Abdominal injuries Airway obstruction Allergic reactions Altered and loss of consciousness Bleeding Burns - thermal, chemical, friction, electrical Chest pain/cardiac arrest Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations Near drowning Envenomation - snake, spider, insect and marine bites Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke Fractures Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions No signs of life Poisoning and toxic substances (including chemical contamination) Respiratory distress/arrest Seizures Shock Stroke Substance misuse - common drugs and alcohol, including illicit drugs.
First aid management must take into account applicable aspects of:	The setting in which first aid is provided, including:

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	workplace policies and procedures industry/site specific regulations, codes etc. OHS requirements state and territory workplace health and safety legislative requirements location and nature of the incident situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents location of emergency services personnel. The use and availability of first aid equipment and resources Infection control Legal and social responsibilities of first aider
Resources and equipment are used appropriate to the risk to be met and may include:	AED First aid kit Auto-injector Puffer/inhaler Resuscitation mask or barrier Spacer device
Communication media and equipment may include but are not limited to:	Telephones, including landline, mobile and satellite phones HF/VHF radio Flags Flares Two way radio Email Electronic equipment Hand signals

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Appropriate clinical expert may include:	Supervisor/manager Ambulance officer/paramedic Other medical/health worker
Documentation may include:	Injury report forms Workplace documents as per organisation requirements
Documentation may include recording:	Time Location Description of injury First aid management Fluid intake/output, including fluid loss via: blood vomit faeces urine Administration of medication including: time date person administering dose Vital signs

Unit Sector(s)

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HLTFA311A Apply first aid

Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTFA301C Apply first aid	HLTFA311A Apply first aid	Updated in V5 - changes to competency outcomes of first aid units

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Application of the Unit

Application

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements

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specified in the unit of competency

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess the situation	1.1 Identify assess and minimise *hazards* in the situation that may pose a risk of injury or illness to self and others 1.2 Minimise immediate *risk* to self and casualty's health and safety by controlling any hazard in accordance with work health and safety requirements 1.3 Assess casualty and identify injuries, illnesses and conditions

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ELEMENT	PERFORMANCE CRITERIA
2. Apply first aid procedures	2.1 Adopt a communication style to match the casualty's level of consciousness 2.2 Use available *resources and equipment* to make the casualty as comfortable as possible 2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner 2.4 Determine and explain relevant first aid procedures to provide comfort 2.5 Seek consent from casualty prior to applying first aid management 2.6 Provide *first aid management* in accordance with *established first aid principles and procedures* 2.7 Seek first aid assistance from others in a timely manner and as appropriate 2.8 Correctly operate first aid equipment for first aid management according to manufacturer/supplier's instructions and procedures 2.9 Use safe manual handling techniques 2.10 Monitor *casualty's condition* and respond in accordance with established first aid principles and procedures 2.11 Finalise casualty management according to casualty's needs and first aid principles
3. Communicate details of the incident	3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstance 3.2 Accurately convey observation of casualty's condition and management activities to ambulance services / relieving personnel 3.3 Accurately assess and *report details* of casualty's physical condition, changes in conditions, management and response to management in line with established procedures 3.4 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4. Evaluate own performance	4.1 Seek feedback from *appropriate clinical expert* 4.2 Recognise the possible psychological impacts on

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ELEMENT	PERFORMANCE CRITERIA
	rescuers involved in critical incidents
	4.3 Participate in debriefing/evaluation to improve future response and address individual needs

Required Skills and Knowledge

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

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes a demonstrated understanding of:

- Awareness of stress management techniques and available support
- First aid management, based on a risk assessment relevant to the workplace or community setting of:
  - abdominal injuries
  - allergic reactions
  - altered and loss of consciousness
  - asthma
  - anaphylaxis
  - bleeding
  - burns – thermal, chemical, friction, electrical
  - cardiac arrest
  - chest pain
  - choking/airway obstruction
  - drowning
  - envenomation – snake, spider, insect and marine bites and stings
  - environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke
  - injuries- cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations, fractures
  - medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
  - poisoning and toxic substances (including chemical contamination)
  - respiratory distress

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  - seizures
  - shock
  - stroke
  - substance misuse – common drugs and alcohol, including illicit drugs
  - unconsciousness, not breathing or not breathing normally
- Guidelines for provision of first aid as outlined in Australian Resuscitation Council (ARC) Guidelines and guidelines of Australian national peak clinical bodies and State / Territory legislation and regulations
- Social / legal issues including:
  - duty of care
  - confidentiality
  - importance of debriefing
  - need to be culturally aware, sensitive and respectful
  - own skills and limitations
- Understanding of:
  - basic work health and safety requirements in the provision of first aid
  - basic principles and concepts underlying the practice of first aid
  - chain of survival
  - infection control principles and procedures, including use of standard precautions
  - priorities of management in first aid when dealing with life threatening conditions
  - procedures for dealing with major and minor injury and illness
- Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to
- Understanding the causes of asphyxia due to body position

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply first aid principles
- Call an ambulance and/or medical assistance according to relevant circumstances and report casualty(s) condition
- Communicate effectively and assertively in an incident
- Conduct an initial casualty assessment
- Management of:
  - Anaphylaxis using adrenalin auto-injector
  - Avoiding asphyxia due to body position
  - Bronchospasm using bronchodilator and spacer device
  - Cardiac arrest using single rescuer procedure, including the demonstration of a seamless changeover between operators

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  - External haemorrhage
  - Fractures, sprains and strains using arm slings, roller bandages and other appropriate immobilisation techniques
  - Unconscious casualty including using a recovery position
- Demonstrate:
  - ability to call an ambulance
  - consideration of the welfare of the casualty
  - safe manual handling
  - site management to prevent further injury
  - understanding of causes contributing to asphyxia due to body position
- Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit *HLTCPR211A Perform CPR*)
- Demonstrate infection control, including use of standard precautions
- Evaluate own response and identify appropriate improvements where required
- Follow State and Territory work health and safety legislative requirements
- Make prompt and appropriate decisions relating to managing an incident in the workplace
- Plan an appropriate first aid response in line with established first aid principles, ARC Guidelines and guidelines of Australian national peak clinical bodies, industry standards and State / Territory legislation and regulations and respond to contingencies in line with own skills
- Prepare a written incident report or provide information to enable preparation of an incident report
- Provide assistance with self-medication as per subject's own medication regime and/or administer medication in line with State/Territory legislation and regulations, organisation policies and any available medical/pharmaceutical instructions
- Unpack, activate and follow prompts of an AED

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

Critical aspects of assessment:

- The individual being assessed must provide evidence of essential knowledge and essential skills
- Competence should be demonstrated working individually and as part of a first aid team
- Consistency of performance should be demonstrated over the required range of situations relevant to the

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The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

	workplace or community setting • Currency of first aid knowledge and skills is to be demonstrated in line with ARC Guidelines and guidelines of Australian national peak clinical bodies and State / Territory legislation and regulations
Context and resources required for assessment:	• Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge • Demonstration of first aid procedures over the required range of situations relevant to the workplace setting must be demonstrated using standard precautions and first aid equipment including roller bandages, triangular bandages, other trauma dressings, bronchodilator and spacer device, adrenalin auto-injectors and AED • For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with ARC Guidelines
Access and equity considerations:	• All workers in the health industry should be aware of access and equity issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities
Related units:	This unit incorporates the content of units: • HLTCPR211A Perform CPR • HLTFA211A Provide basic emergency life support

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Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Contextualisation to address specific requirements may include:

- First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
- Focus on first aid management of specific types of injury

Established first aid principles and procedures include:

- Australian Resuscitation Council Guidelines
- Guidelines of Australian national peak clinical bodies
- Primary First Aid Principles to:
  - Preserve life
  - Prevent illness, injury and condition(s) becoming worse
  - Promote recovery
  - Protect the unconscious casualty
- State/Territory legislation and regulations

Hazards may include:

- A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
- Relevant hazards may be classified under the headings:
  - Biological hazards
  - Chemical hazards
  - Hazards associated with manual handling Physical hazards

Risks may include:

- Environmental risks
- Exposure to blood and other body substances
- Risks associated with the proximity of other workers and bystanders
- Risks from body position
- Risks from equipment, machinery and substances
- Risks from vehicles
- Risks from first aid equipment
- Risk of further injury to the casualty

Casualty's condition is managed for:

- Abdominal injuries
- Airway obstruction
- Allergic reactions

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- Altered and loss of consciousness
- Bleeding
- Body position
- Burns – thermal, chemical, friction, electrical
- Cardiac arrest
- Chest pain
- Choking/airway obstruction
- Drowning
- Envenomation – snake, spider, insect and marine bites and stings
- Environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke
- Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations, fractures
- Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
- Poisoning and toxic substances (including chemical contamination)
- Respiratory distress
- Seizures
- Shock
- Stroke
- Substance misuse – common drugs and alcohol, including illicit drugs
- Unconsciousness, not breathing or not breathing normally

First aid management must take into account:

- Infection control
- Legal and social responsibilities of first aider
- The setting in which first aid is provided, including:
  - industry/site specific regulations, codes etc.
  - location and nature of the incident
  - location of emergency services personnel situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents
  - State and Territory work health and safety legislative requirements
  - workplace policies and procedures
  - WHS requirements
- The use and availability of first aid equipment and

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	resources
Resources and equipment are used appropriate to the risk to be met and may include:	• AED • Auto-injector • Bronchodilator and spacer device • First aid kit • Puffer/inhaler • Resuscitation mask or barrier
Appropriate clinical expert may include:	• Ambulance officer/paramedic • Appropriately qualified health care professional
Report details should include:	• Time • Description of injury/illness • First aid management • Incident details • Location • Vital signs

Report details may include:	• Administration of medication including:
	  • date
	  • dose
	  • person administering
	  • time
	• Fluid intake/output, including fluid loss via:
	  • blood
	  • faeces
	  • urine
	  • vomit
	  • Injury report forms
	• Workplace documents as per organisation requirements

Unit Sector(s)

Not Applicable

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LGACOM502B Devise and conduct community consultations

Modification History

LGACOM502B Release 2: Layout adjusted. Range statement edited.

LGACOM502B Release 1: Primary release.

Unit Descriptor

This unit covers devising and conducting community consultations and reporting on results. The vital and unique responsibility councils have to engage and consult with communities in order to respond to the needs of the community in a timely and effective manner is recognised.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be

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consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Devise consultation strategies	1.1. A range of consultation strategies is identified and assessed for suitability. 1.2. ***Interested and affected parties*** are identified. 1.3. ***Resources*** required to conduct consultation are assessed. 1.4. ***Consultation strategies*** are chosen that ***enable and encourage relevant groups*** or individuals to be involved. 1.5. ***Legislative*** and council requirements are reviewed to ensure strategies meet all criteria.
2. Conduct consultations	2.1. ***Information*** is prepared that is clear, accurate and appropriate to the needs of all parties. 2.2. All people involved in conducting the consultations are briefed on the process of consultation and the parties involved. 2.3. ***Information is presented*** to affected parties at an appropriate time and place. 2.4. ***Access and equity*** requirements are implemented in the consultations. 2.5. Measures to expedite community consultation are taken to ensure consultation occurs within an identified time frame. 2.6. Consultation is undertaken in an orderly manner to ensure all viewpoints are canvassed.
3. Record, analyse and report on results	3.1. Public consultation responses and processes are formatted to enable informed decision making to proceed. 3.2. Appropriate suggestions for improvement are incorporated into design parameters. 3.3. Summaries of responses and adopted amendments are provided to interested parties to ensure public consultation is recognised. 3.4. Other issues raised during consultation are directed to relevant department or person to respond to community concern. 3.5. An accurate report on community consultation that includes recommendations is prepared to enable informed decision making to occur.

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ELEMENT	PERFORMANCE CRITERIA
	3.6. The overall effectiveness of the consultation process is reviewed and evaluated and action is taken where necessary.

Required Skills and Knowledge

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

Required Skills

- consultation, presentation, negotiation and report writing
- research
- planning and organising
- information gathering and analysis

Required Knowledge

- relevant council policies and procedures
- relevant legislation, including planning and anti-discrimination
- relevant sections of local government act
- access and equity issues
- strategies for consultation
- codes of conduct and ethics

Evidence Guide

Overview of assessment requirements	A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.
Critical aspects of evidence to be considered	The demonstrated ability to devise and conduct community consultations where: • consultation ensures council's image or reputation is maintained or enhanced • community consultation produces valid and useful information

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Context of assessment	Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.
Method of assessment	The following assessment methods are suggested: • observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies • written and/or oral questioning to assess knowledge and understanding • completion of workplace documentation • third-party reports from experienced practitioners • completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor
Evidence required for demonstration of consistent performance	Evidence should be gathered over a period of time in a range of actual or simulated management environments.
Resource implications	Access to a range of real or simulated consultation processes including: • public and community meetings and forums • surveys and door knocks • appropriate communications equipment and aids such as overhead projectors and computer-based presentations

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Interested and affected parties may include:	• community groups • other authorities • individuals • emergency authorities (police, fire and ambulance) • private sector business interests • special interest groups • experts
Resources may include:	• human

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- financial
- locations

Consultation strategies may include:

- public meetings
- phone-ins
- questionnaires
- informal gatherings
- door knocks
- council meetings

Enabling and encouraging relevant groups to be involved may include:

- physical accessibility
- diverse language needs
- culture, including Indigenous, youth and non-English speaking background
- physical environment
- number of people

Legislation may include:

- local government
- anti-discrimination
- planning

Information may include:

- written and oral records
- anecdotes
- reports
- instructions
- directions from supervisor or management
- interviews
- formal and informal team meetings
-

Access and equity may include:

- subject matter
- manner in which consultations are conducted
- physical accessibility
- community profile
-
-

Presentation of information may include:

- graphics
- models
- computer animations
- video displays
- overhead transparencies
- handouts
- display plans
- interpreter service

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Unit Sector(s)

Common

Competency field

Competency Field

co-requisite unit/s

Co-requisite Unit/s

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MEM15001B Perform basic statistical quality control

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers taking samples and applying a statistical process to monitor production.

Application of the Unit

Application of the unit	This unit applies to the collation and interpretation of statistical data in the context of statistical quality control, for example, tally, run or control charts. Uncontrolled variations are reported to appropriate authority. When the production and interpretation of charts and graphs not dependent on knowledge and understanding of the implications for quality are required, Unit MEM12024A (Perform computations) should be accessed. **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Take samples	1.1. Difference between population and sample is understood and various sampling schemes are applied in accordance with standard operating procedures.
2. Apply statistical process to monitor production	2.1. Concept of variation in terms of average and spread is understood. Data is used to produce relevant statistical information. 2.2. Data is interpreted accurately and information is presented to appropriate authority according to standard operating procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
Look for evidence that confirms skills in: • reading, interpreting and following information on written job instructions, standard operating procedures, charts, lists, drawings and other applicable reference documents • applying statistical process control procedures in accordance with instructions to a given production process • obtaining data from samples including average, range and random or assignable causes • producing tally, run or control charts from sampling data • reporting information from sampling data • checking and clarifying task-related information • completing proformas and standard workplace forms
Required knowledge
Look for evidence that confirms knowledge of: • the difference between population and sample, and the concept of variation in terms of average and range, random and assignable causes • numerical operations and statistical calculations/formulae within the scope of this unit • statistical process control procedures, which may include Six Sigma etc. and the sampling procedures to be followed • the types of charts that can be produced to assist monitoring of products including run charts, tally charts, histograms, control charts • procedures for reporting sample data information • use and application of personal protective equipment • safe work practices and procedures

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must

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EVIDENCE GUIDE	
	be able to perform basic statistical quality control.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with performing basic statistical quality control or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Sampling schemes	Agreed customer plans, Acceptable Quality Level (AQL) and Average Outgoing Quality Level (AOQL) plans, Shainin, Six Sigma etc.
Relevant statistical information	Average, range and process control data and the plotting of charts such as line graphs, run charts, tally charts, histograms, control charts, random and assignable causes etc.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Quality

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MEM18001C Use hand tools

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers using a range of hand tools for a variety of general engineering applications.

Application of the Unit

Application of the unit	Applications may include hand tools used for adjusting, dismantling, assembling and finishing of items or components, and the finishing, cutting, scraping of metallic and non-metallic material to size and shape. This includes simple tapping and threading and routine maintenance of hand tools. This unit should not be selected if the hand tool is dedicated to a single operation or machine and if only a machine specific/customised tool is used. When using hand held power tools or power tools used for hand held operations, refer to Unit MEM18002B (Use power tools/hand held operations). **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Not Applicable

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Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Use hand tools	1.1. Hand tools are selected appropriate to the task requirements. 1.2. Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape. 1.3. All safety requirements are adhered to before, during and after use. 1.4. Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use. 1.5. Routine maintenance of tools, including hand sharpening is undertaken according to standard

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ELEMENT	PERFORMANCE CRITERIA
	operational procedures, principles and techniques. 1.6. Hand tools are stored safely in appropriate location according to standard operational procedures and manufacturers' recommendations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • reading and following information on standard operating procedures • following verbal instructions • selecting hand tools appropriate to the task • using hand tools safely • identifying hand tool defects and marking for repair • maintaining/sharpening hand tools using appropriate techniques • storing hand tools in accordance with manufacturers'/standard operating procedures
Required knowledge
Look for evidence that confirms knowledge of: • applications of different hand tools in a general engineering context • common faults and/or defects in hand tools • procedures for marking unsafe or faulty tools for repair • routine maintenance requirements for a range of hand tools • storage location and procedures for a range of hand tools • hazards and control measures associated with using hand tools • use and application of personal protective equipment • safe work practices and procedures

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to use hand tools for a range of general engineering applications.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using hand tools or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.
Guidance information for assessment	

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Hand tools	Hacksaws, hammers, punches, screwdrivers, sockets, wrenches, scrapers, chisels, gouges, wood planes and files of all cross-sectional shapes and types
Job specifications	Finish, tension, size or shape etc.
Routine maintenance	Cleaning, lubricating, tightening, simple tool repairs, hand sharpening and adjustments using engineering principles, tools, equipment and procedures

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

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Competency field

Competency field	Maintenance and diagnostics

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MEM18002B Use power tools/hand held operations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers using a range of hand held power tools and fixed power tools for hand held operations for a variety of general engineering applications.

Application of the Unit

Application of the unit	This unit applies to loosening and fastening items or components and shaping, finishing, cutting, grinding metallic and non-metallic materials and/or tool bits to size and shape. This unit should not be selected if the power tools used are dedicated to an operation or machine, e.g. nut-runner, air drill, power driver, etc. For using hand tools, see Unit MEM18001C (Use hand tools). **Band**: **A** **Unit Weight**: **2**

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

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Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Use power tools	1.1. Power tools are selected appropriate to the task requirements. 1.2. Power tools are used for a determined sequence of operations - which may include clamping, alignment and adjustment to produce desired outcomes - to job specifications which may include finish, size or shape. 1.3. All safety requirements are adhered to before, during and after use. 1.4. Unsafe or faulty tools are identified and marked for repair before, during and after use according to designated procedures. 1.5. Operational maintenance of tools, including hand sharpening, is undertaken according to standard

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ELEMENT	PERFORMANCE CRITERIA
	workplace procedures, principles and techniques. 1.6. Power tools are stored safely in appropriate location according to standard workshop procedures and manufacturers' recommendations.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Look for evidence that confirms skills in: • reading and following information on standard operating procedures • following verbal instructions • selecting power tools appropriate to the task • using power tools safely • using clamping/securing devices • identifying power tool defects • maintaining power tools using appropriate techniques • sharpening tools/tool bits within the scope of this unit • storing power tools according to manufacturers'/ standard operating procedures.
Required knowledge
Look for evidence that confirms knowledge of: • application of different power tools • clamping/securing methods • adjustments/alignments to a range of power tools • common faults and/or defects in power tools • procedures for marking unsafe or faulty power tools for repair • routine maintenance requirements of a range of power tools • tool sharpening techniques for a range of power tools • storage location and procedures of a range of power tools • hazards/control measures associated with power tools • use and application of personal protective equipment • safe work practices and procedures

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	A person who demonstrates competency in this unit must be able to use power tools/hand held operations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.
Context of and specific resources for assessment	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using power tools/hand held operations or other units requiring the exercise of the skills and knowledge covered by this unit.
Method of assessment	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

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EVIDENCE GUIDE	
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Power tools	Electric or pneumatic/hydraulic drills, grinders, jigsaws, nibblers, cutting saws, sanders, planers, routers, pedestal drills and pedestal grinders
Clamping	Multigrips, vices, jigs and fixtures, clamps etc.
Job specifications	Finish, size or shape etc.
Operational maintenance	Hand sharpening, cleaning, lubricating, tightening Simple tool repairs and adjustments using engineering principles, tools, equipment and procedures to statutory and regulatory requirements

Unit Sector(s)

Unit sector	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	Maintenance and diagnostics

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MSACMC411A Lead a competitive manufacturing team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the knowledge and skills needed by people who lead teams in a competitive manufacturing environment. The team may be operating in manufacturing or in a manufacturing support function e.g. maintenance, office, warehousing etc.

Application of the Unit

Application of the unit	In a typical scenario, the team leader in a ***competitive manufacturing*** organisation needs to integrate a range of knowledge and skills. The team leader must lead and assist team members to understand and apply a holistic view of their job and the team's role within the organisation and the objectives that the team must meet as part of the competitive manufacturing system used by the enterprise. This unit requires the application of skills associated with communication, teamwork, problem solving, initiative, enterprise, planning, organising and self management in order to provide leadership in a competitive manufacturing team. This unit has a strong emphasis on planning and implementation, but also requires an ability to learn from experience and feed new information back into strategies to improve both the team's and own performance.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate the development of process and competitive manufacturing knowledge	1.1. Ensure necessary technical documentation and information about the process and ***competitive manufacturing*** is available to the team 1.2. Develop mentoring processes for team members 1.3. Structure team activities in a way which facilitates the ongoing development of the skills and knowledge of team members 1.4. Arrange for the provision of workforce development and training for team members as appropriate 1.5. Encourage team members to apply technical knowledge to the process.
2. Facilitate efficiency improvements in team activities	2.1. Ensure ***budgets***, ***operating procedures*** and other related documentation is available to the team 2.2. Assist team members apply this information to the process responsibilities of the team 2.3. Encourage team members to identify ***waste***

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Develop an environment where efficiency improvements are recommended by team members
3. Resource and encourage a proactive maintenance approach	3.1. Develop communications between specialists outside the team and team members 3.2. Develop strategies to monitor and deal with ***key reliability issues*** 3.3. Resource and encourage team members to identify and take appropriate action on potential equipment problems 3.4. Arrange for workforce development and training for team members as required in proactive maintenance procedures and techniques 3.5. Involve team members in relating identified problems to the maintenance strategy, and developing any required changes, to ensure awareness, learning and commitment
4. Implement process and organisation improvements	4.1. Plan the implementation of team suggested and externally directed improvements 4.2. Facilitate team member commitment to, and involvement in, the implementation planning of improvements and to follow improvements to their conclusion 4.3. Encourage the application of the 'plan, do, measure, improve, control' approach to the job 4.4. Arrange for workforce development and training as required to facilitate continued team involvement in improvement processes 4.5. Involve team and other key personnel in identification of skill needs and means of skills acquisition to fill any identified gaps

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills:
• communication techniques

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REQUIRED SKILLS AND KNOWLEDGE
• negotiation skills • information finding and analysing/using skills • team work • planning and organising • problem solving
Required knowledge:
• understanding of the competitive manufacturing process or processes used at the enterprise

Evidence Guide

EVIDENCE GUIDE The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for this training package.	
Overview of assessment requirements	The competent person would be able to lead a competitive manufacturing team and facilitate their improving the process.
What critical aspects of evidence is required to demonstrate competency in this unit?	Evidence of effective team leadership would be required.
In what context should assessment occur?	Assessment needs to occur in an organisation implementing a competitive manufacturing environment or by a project.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	This unit could be assessed concurrently with other team leader units dealing with change/improvement in the organisation.
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct

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EVIDENCE GUIDE	
	observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment
What evidence is required for demonstration of consistent performance?	Evidence from one significant manufacturing improvement or change process may be sufficient. For less significant improvement or changes, a range of changes will be needed to generate sufficient evidence.
What are the specific resource requirements for this unit?	Access to an organisation implementing a significant change to or in competitive manufacturing.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Competitive manufacturing	***Competitive manufacturing*** is used to describe the range of systemic manufacturing practice concepts and approaches. It covers but is not limited to: • lean manufacturing • agile manufacturing • preventative and predictive maintenance approaches • monitoring and data gathering systems such as Systems control and data acquisition software (SCADA), enterprise resource planning systems (ERP), Manufacturing resource planning (MRP),

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RANGE STATEMENT	
	and proprietary systems such as SAP etc. • statistical process control systems including six sigma and three sigma • just in time, kanban and other pull related manufacturing control systems • supply, value, and demand chain monitoring and analysis • other continuous improvement systems. Competitive manufacturing should be interpreted so as to take into account the stage of implementation of competitive manufacturing approaches, the enterprise's size and work organisation, culture, regulatory environment and manufacturing sector..
Team	***Team*** may include work teams from all sections of the organisation including production, maintenance, technical, administration/finance, sales/marketing.
Budgets	Budgets include financial, time, materials/product and other business plans which are relevant to the team and the work area.
Waste	Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within manufacturing, categories of waste include: • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items Waste for this unit may include activities which do not yield any benefit to the organisation or any benefit to the organisations customers.
Key reliability issues	Key reliability issues are typically things like cleanliness, lubrication and correct adjustment which are most likely to lead to failure.

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Unit Sector(s)

Unit Sector	CM Change/interpersonal

corequisite units

Corequisite units	

Functional area

Functional Area	

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MSACMC611A Manage people relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the knowledge and skills needed to manage the human relationship aspects of implementing and operating competitive manufacturing systems.

Application of the Unit

Application of the unit	In a typical scenario, a person (who may be a manager, technical specialist or other person) is required to work with people, encourage them to accept change and also to increase the quality, quantity and reliability of output. Much of this is due to good relations with the employees and relevant people. This unit primarily requires on strong communication, teamwork, and problem solving skills to achieve effective relationships that support a competitive manufacturing environment. Initiative and enterprise and planning and organising are also required to ensure relationships are monitored and issues are resolved proactively. This also requires aspects of self management and learning to ensure improvement of own performance and communication skills.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance Criteria describe the performance needed to demonstrate achievement of the Element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop an open environment	1.1. Establish and maintain regular dialogue between all levels and all relevant sections of the organisation 1.2. Encourage a flow of communications in both directions 1.3. Identify ***key personnel*** for communications 1.4. Develop and maintain a ***formal mechanism*** for the flow of issues, concerns and suggestions in both directions 1.5. Develop and maintain regular and frequent verbal communication with all key stakeholders
2. Identify significant issues	2.1. In liaison with relevant team members/***stakeholders***, identify current and potential issues 2.2. Assist team members/stakeholders to formulate issues 2.3. Identify and define boundary and ' non-negotiable' issues for all team members/stakeholders 2.4. Negotiate with relevant team members/stakeholders over actual and potential

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ELEMENT	PERFORMANCE CRITERIA
	issues
3. Proactively resolve issues	3.1. Liaise with team members/stakeholders to develop agreed, and where possible win-win, solutions 3.2. Negotiate acceptable solutions as required in accordance with company practices/procedures 3.3. Obtain any required official authorisations 3.4. Consult with relevant stakeholders to develop implementation plan 3.5. Implement solution
4. Monitor ongoing situation	4.1. Determine relevant Key Performance Indicators (KPIs) for plan 4.2. Check that implementation is proceeding to plan 4.3. Check for unforeseen consequences 4.4. Take appropriate action to resolve any arising issues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• negotiating • communication • teamwork • problem solving
Required knowledge
• knowledge of industrial relations structures • relevant awards and agreements • types of workforce structures and reward systems

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.	
Overview of assessment requirements	The person will be able to develop a relationship with the team members which will make a positive contribution to the organisation.
What are the specific resource requirements for this unit?	Access to a workplace implementing competitive manufacturing strategies is required. No other specific resources are required.
What critical aspects of evidence are required to demonstrate competency in this unit?	Evidence of managing people relationships and dealing with issues.
In what context should assessment occur?	Assessment will need to occur in a competitive manufacturing organisation and where the individual is responsible for managing people relationships or by case study.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	This unit may be assessed concurrently with appropriate units.
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.

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EVIDENCE GUIDE	
What evidence is required for demonstration of consistent performance?	Evidence should be available from an extended period of time and may be historic if the person has been in this role for some time.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive manufacturing	***Competitive manufacturing*** is used to describe the range of systemic manufacturing practice concepts and approaches. It covers but is not limited to: • lean manufacturing • agile manufacturing • preventative and predictive maintenance approaches • monitoring and data gathering systems such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Manufacturing Resource Planning (MRP), and proprietary systems such as SAP • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull related manufacturing control systems • supply, value, and demand chain monitoring and analysis • other continuous improvement systems. Competitive manufacturing should be interpreted so as to take into account the stage of implementation of competitive manufacturing approaches, the enterprise's size and work organisation, culture, regulatory environment and manufacturing sector.
Key personnel	Key personnel for communication include formally identified managers, supervisors and workforce

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RANGE STATEMENT	
	delegates as well as key opinion shapers (such as employees with specialist technical knowledge) on the issue being communicated.
Formal mechanisms	Formal mechanisms for communication will vary according to the enterprise but may include notice boards, employee circulars, consultative committees, staff associations, union representatives, team leaders.
Stakeholders	Stakeholders include team members, personnel officers, industrial officers, union delegates, production management, human relations management, financial management, engineering/technical personnel.

Unit Sector(s)

Unit Sector	CM Change/interpersonal

Co-requisite units

Co-requisite units	

Functional area

Functional Area	

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MSACMS201A Sustain process improvements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the skills needed to prevent implemented process improvements slipping back to former practices or digression to less efficient practices.

Application of the Unit

Application of the unit	The unit covers the skills needed to ensure that process improvements are sustained and opportunities taken to suggest further improvements. Improvement initiatives can be made by any of a number of methods and by teams or individuals. The unit assumes that desired levels of performance or quality are known to employees. This unit applies to an environment where continuous improvement in a manufacturing enterprise is being undertaken. The identification of the improvement may occur independently of the application of this unit. The unit can be applied to all areas of a manufacturing enterprise including production, maintenance, logistics and office functions. This unit requires the application of skills associated with problem solving, initiative and enterprise and self management in order to understand, implement and monitor improvement practices with the operation of plant, equipment and manufacturing processes. It also requires the ability to identify and address personal skill gaps in order to manage own ability to implement change.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance Criteria describe the performance needed to demonstrate achievement of the Element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement corrective actions	1.1. Identify impact of process improvements on systems in own work area 1.2. Examine process improvements to equipment, processes or products 1.3. Clarify changes to process improvements as required 1.4. Identify any additional, personal skill gaps and seek skill development 1.5. Adopt improved process
2. Check changes	2.1. Identify claimed ***improvements*** 2.2. Identify methods of observing claimed improvements 2.3. Check if claimed improvements are occurring

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ELEMENT	PERFORMANCE CRITERIA
	and report problems in accordance with procedures
3. Check for further improvements	3.1. Look for areas of possible further improvement 3.2. Discuss further improvements with peers and supervisors 3.3. Take action to make improvements in accordance with procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• technical competence to perform job • problem solving • teamwork • communication
Required knowledge
• existing procedures • modified procedures

Evidence Guide

EVIDENCE GUIDE The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for this training package.	
Overview of assessment requirements	The person will be able to demonstrate their willing adoption of new equipment, processes, procedures and practices as well as their expertise at implementing them and making critical reviews of their performance in line with their level of competence and authority.
What critical aspects of	Evidence of having sustained improvements in their own job

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EVIDENCE GUIDE	
evidence are required to demonstrate competency in this unit?	and of assessing these improvements for their real impact.
What are the specific resource requirements for this unit?	Access to a workplace implementing competitive manufacturing strategies or appropriate simulated environment is required. No other specific resources are required.
In what context should assessment occur?	Assessment will need to occur in a workplace where improvements are occurring which impact on the operator's job and they are required to implement changes which sustain these improvements. The unit may also be assessed on a project basis in a simulated environment.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	This unit may be assessed concurrently with appropriate units on continuous improvement/kaizen. This unit relates to improvements in a person's own area of responsibility. *MSACMS401A Ensure process improvements are sustained* is an intermediate skill level unit in the CM.
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.
What evidence is required for demonstration of consistent performance?	Evidence should be available from multiple small changes, or from a large change which has had multiple facets implemented over a period of some months.

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Range Statement

RANGE STATEMENT The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Performance	Performance may be thought of as the rate of output of the plant compared to the rate required to meet demand. Performance might also be thought of in terms of takt where takt time is the allowable time to produce one product at the rate customers are demanding it. This is NOT the same as cycle time, which is the normal time to complete an operation on a product (which should be less than or equal to takt time).
Procedures	All work instructions, standard operating procedures, formulas/recipes, batch sheets, temporary instructions and similar instructions provided for the smooth running of the plant. They may be written, verbal, computer based or in some other form. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Good Manufacturing Practice (GMP), Responsible Care) and government regulations.
Improvements	Improvement procedures in some enterprises is also known by baka-yoke which is a manufacturing technique of preventing mistakes by designing the manufacturing process, equipment and tools so that an operation literally cannot be performed incorrectly. An attempt to perform incorrectly, as well as being prevented, is usually met with a warning signal of some sort; the term poka-yoke is sometimes referred to as a system where only a warning is provided.

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Unit Sector(s)

Unit Sector	CM Systems

Co-requisite units

Co-requisite units	

Functional area

Functional Area	

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MSACMS401A Ensure process improvements are sustained

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the knowledge and skills needed to ensure that the gains which have been made by using improved methods, processes and equipment are sustained as the new base line/standard to the team's area of work and so prevent regression to former practices, or digression to less efficient practices.

Application of the Unit

Application of the unit	This unit applies to an environment where continuous improvement in a manufacturing enterprise is being undertaken. The team leader or other responsible person then facilitates and implements methods of ensuring that these improvements are sustained. Improvement initiatives can be made by any of any number of methods and by teams or individuals. The unit assumes that desired levels of performance or quality are known. The unit covers ensuring that team members implement the modified processes to ensure the improvements are sustained and opportunities taken to suggest further improvements. This unit requires the application of skills associated with problem solving, initiative and enterprise, planning and organising in order to check and monitor the impacts of change. It also requires communication and teamwork in order to assess the impact of change in a team's area of work. Self management and learning will be used to continuously monitor change influences and adapt improvements according to new information and

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	feedback.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Ensure corrective actions are implemented.	1.1. Liaise with relevant people associated with the anticipated corrective action 1.2. Ensure the supply of resources (equipment, modifications, consumables, people) 1.3. Check occupational health and safety (OHS) impacts of corrective action and take action in accordance with procedures if required 1.4. Ensure workforce has relevant skill level 1.5. Negotiate solutions with relevant people to allow

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ELEMENT	PERFORMANCE CRITERIA
	implementation 1.6. Supervise implementation of corrective action 1.7. Monitor implementation of corrective action 1.8. Make required adjustments
2. Verify systems support improvement	2.1. Ensure ***procedures*** reflect improvements 2.2. Ensure training and assessment systems reflect improvements 2.3. Liaise with relevant people to ensure their support of the new modified system/s
3. Audit the change	3.1. Determine an appropriate audit period/cycle 3.2. Agree relevant measures/indicators for the improvement 3.3. ***Measure performance*** at agreed times using agreed measures 3.4. Investigate the cause/s of under performance 3.5. Take appropriate corrective action to improve performance 3.6. Reaudit the improvement on an agreed basis

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills:
• communication/negotiation skills • teamwork • basic mathematics • planning • problem solving • analysing.
Required knowledge:
• existing procedures • modified procedures • overall process of manufacturing relative to improvements being made • appropriate measures of performance • business performance goals sufficient to determine best measures of improved

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REQUIRED SKILLS AND KNOWLEDGE
performance.

Evidence Guide

EVIDENCE GUIDE The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for this training package.	
Overview of assessment requirements	The person will be able to point to improvements which have been made where they have been active in designing and implementing systems for sustaining the improvement.
What critical aspects of evidence are required to demonstrate competency in this unit?	Evidence of having sustained improvements in the workplace and of reviewing these improvements for their real impact.
In what context should assessment occur?	Assessment will need to occur in a workplace where improvements are occurring, or where specific improvement projects are undertaken for the purpose of providing evidence of competence (among other aims). The unit may also be assessed on a project basis in a simulated environment.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	This unit may be assessed concurrently with appropriate units on continuous improvement. This unit relates to a team leader ensuring that their team sustains improvements. *MSACMS201A Sustain process improvements* is a lower level unit for a person's own area of responsibility.
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and

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EVIDENCE GUIDE	
	colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.
What evidence is required for demonstration of consistent performance?	Evidence should be available from multiple small changes, or from a large change which has had multiple facets implemented over a period of some months.
What are the specific resource requirements for this unit?	Access to a workplace implementing competitive manufacturing strategies, or where improvement projects can be conducted and relevant records is required. No other specific resources are required.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Systems	Systems is used to mean any/all of the equipment, process, procedures and work practices that are used to produce the product. A term often used in this context is: • Kaizen - the philosophy of continual improvement, that every process can and should be continually evaluated and improved in terms of time required, resources used, resultant quality, and other aspects relevant to the process.

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RANGE STATEMENT	
Procedures	Procedures include all work instructions, standard operating procedures, formulas/recipes, batch sheets, temporary instructions and similar instructions provided for the smooth running of the plant. They may be written, verbal, computer based or in some other form. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (e.g. Good Manufacturing Practice (GMP), Responsible Care) and government regulations.
Improvement	Improvement procedures in some enterprises are also known by baka-yoke which is a manufacturing technique of preventing mistakes by designing the manufacturing process, equipment and tools so that an operation literally cannot be performed incorrectly. An attempt to perform incorrectly, as well as being prevented, is usually met with a warning signal of some sort. The term poka-yoke is sometimes referred to as a system where only a warning is provided. Improvements may be sustained by use of technology so that it is impossible to do the job any other way. However, improvements may also be sustained by changes to process or procedures or other changes to the manufacturing system which, if followed, will sustain the change and this unit may be applied to all these situations.
Measuring performance	Measuring performance is not used literally and may mean the personal taking of measurements, or it may mean arranging for measurements to be taken/made by appropriate personnel. The interpretation of the measurements however is to be undertaken personally.

Unit Sector(s)

Unit Sector	CM Systems

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corequisite units

Corequisite units	

Functional area

Functional Area	

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MSACMT260A Use planning software systems in manufacturing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the knowledge and skills needed to access planning software (often known as ERP, MRP, MRPII, and often by its brand name, such as SAP) to make routine business decisions required of the person as a regular part of their job.

Application of the Unit

Application of the unit	In a typical scenario, an organisation has introduced a planning software system which the employees now must interface with. At its simplest level this is just an information system. However when fully implemented the ***planning software*** system can be used as a tool for decision making. This unit requires the application of communication, planning, and problem solving associated with using planning software in own work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance Criteria describe the performance needed to demonstrate achievement of the Element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use interface	1.1. Use keyboards, track ball/mouse and monitor and/or other peripherals to access system 1.2. Navigate through the system and the screens 1.3. Acknowledge messages 1.4. Input and output information in the required format
2. Access information	2.1. Obtain relevant data and information from the system 2.2. Identify the status of items in the ***value chain*** 2.3. Access historical data and information 2.4. Interpret information and prioritise actions
3. Take appropriate actions in accordance with procedures	3.1. Take actions in response to information 3.2. Follow up as appropriate to ensure anticipated results have occurred 3.3. Record adjustments and variations according to procedures 3.4. Identify any learning needs to use planning software and seek appropriate support

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• keyboarding/mousing • communication • teamwork • problem solving
Required knowledge
• technical knowledge and skills needed to operate process • hierarchy of planning software system and operation • information available from and business activities exercised by/through the planning software system

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for this training package.	
Overview of assessment requirements	The employee will routinely use the relevant parts of the planning software system for their job.
What are the specific resource requirements for this unit?	Access to an organisation using a planning software system.
What critical aspects of evidence are required to demonstrate competency in this unit?	Evidence of routine use of planning software as part of their job is required.
In what context should assessment occur?	Assessment needs to occur in a workplace using a planning software system or a simulation system.
Are there any other units which could or should be assessed with this unit or which relate directly to this	This unit should be assessed concurrently with relevant technical units for the process. This unit covers the lower skill levels of using planning

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EVIDENCE GUIDE	
unit?	software. *MSACMT460A Use planning software systems in manufacturing* and *MSACMT660A Develop the application of enterprise systems in manufacturing* cover the intermediate and highest skill levels in the CM respectively.
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.
What evidence is required for demonstration of consistent performance?	Evidence of routine use over an extended period should be available. Planning software systems will typically log all interactions with it. Interrogation of the planning software system will therefore provide evidence of the operator's use of it. Actions taken may also be accessible from the planning software system itself, or may need other evidence available from the process.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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RANGE STATEMENT	
Planning software	Planning software is a general term applied to a number of software systems which integrate a range of business information such as finance, logistics maintenance and production. It is frequently referred to by names such as ERP, SAP, MRP/MRPII.
Value chain	Competitive manufacturing organisations encompass the entire production system, beginning with the customer, and includes the product sales outlet, the final assembler, product design, raw material mining and processing and all tiers of the ***value chain*** (sometimes called the supply chain). Any truly 'competitive' system is highly dependent on the demands of its customers and the reliability of its suppliers. No implementation of competitive manufacturing can reach its full potential without including the entire 'enterprise' in its planning.
Procedures	Procedures includes all work instructions, standard operating procedures, formulas/recipes, batch sheets, temporary instructions and similar instructions provided for the smooth running of the plant. They may be written, verbal, computer based or in some other form. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (eg Good Manufacturing Practice (GMP), Responsible Care) and government regulations.

Unit Sector(s)

Unit Sector	CM Tools

Co-requisite units

Co-requisite units	

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Functional area

Functional Area	

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MSACMT423A Monitor a manufacturing levelled pull system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the knowledge and skills required to monitor the operation of a pull system in a competitive manufacturing environment and recommend improvements.

Application of the Unit

Application of the unit	This unit covers the skills needed by a team leader working in a manufacturing enterprise using a pull manufacturing system. The unit covers the skills needed to monitor daily working of the system, identify problems and take appropriate action on problems. The manufacturing system may be a total pull system or it may be a mixed push/pull system. If additional problem solving skills are required then the following units should be selected: This unit primarily requires the application of skills associated with using information and problem solving skills to monitor pull system and analyse discrepancies. It also requires skill in initiative and enterprise, and planning and organising to determine and act on opportunities for improvement. Aspects of self management and learning are required to ensure own ability to improve systems.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units	*MSACMT280A*	*Undertake root cause analysis*

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Monitor the pull system.	1.1. Identify the ***pacemaker*** process 1.2. Identify rate of production set by the pull system 1.3. Determine actual rate of production at key parts of the process 1.4. Identify ***types of inventories*** within process 1.5. Compare actual inventories with planned inventories 1.6. Note discrepancies between actual and planned rates and inventories
2. Take corrective action.	2.1. ***Determine cause***(s) of discrepancies 2.2. Determining ***action required*** to rectify causes of discrepancies 2.3. Take appropriate action in conjunction with relevant ***stakeholders***
3. Test/improve the pull	3.1. Identify recurrent discrepancies

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ELEMENT	PERFORMANCE CRITERIA
system.	3.2. Determine cause(s) of discrepancies 3.3. Determine action required to rectify cause 3.4. Identify unnecessary levels of inventories 3.5. Discuss impacts of reduced inventories with relevant stakeholders 3.6. Take/initiate appropriate action to rectify recurrent discrepancies/reduce levels of unnecessary inventory 3.7. Monitor the system to determine the effects of the change(s)

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills:
• analysis • problem solving • planning and organising • communication • documenting
Required knowledge:
• processing requirements of products • capabilities of equipment • abilities and skills of personnel

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package

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EVIDENCE GUIDE	
Overview of assessment requirements	The assessment should confirm the ability to understand and monitor a levelled demand pull system of manufacturing..
What critical aspects of evidence is required to demonstrate competency in this unit?	Evidence of pull system improvement undertaken should be available
In what context should assessment occur?	Assessment will need to occur in an organisation using a pull system or by project.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	This unit could be assessed concurrently with other relevant units.
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment
What evidence is required for demonstration of consistent performance?	Generally a number of continuous improvements will be required to generate sufficient evidence
What are the specific resource requirements for this unit?	Access to an organisation using a pull system.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Pull system	A pull system is a manufacturing system is one where: • manufacturing is done to order and not for holding large inventories of parts and completed stock • work flow along the production line is done according to demand pull from the next work stage • manufacturing is in response to customer demand The pull system must therefore be flexible and have cycle times set by parameters calculated from customer demand indicators
Pacemaker	Pacemaker processes is that process which sets the pace for the flow of manufacturing work through the enterprise
Types of inventories	Inventories within process may include: • cycle stock which reflects the replenishment quantity and frequency, • buffer stock to meet demand variability and forecast errors • safety stock required to guard against quality and delivery failures upstream.
Determine cause	Determine cause may include the individual/team leader: • analysing cause themselves • identifying that expert analysis is required and requesting this • setting up an improvement team to analyse cause
Action required	Action required include actions to align actual and planned rates of production and inventories. The actions will vary but can include changes to: • production processes

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RANGE STATEMENT	
	• cycle times • equipment • work organisation • training and skill development of employees • The authority of the team leader may influence the actions required for example • actions which can be sanctioned by the individual team member • actions which can be sanctioned by the team leader • actions requiring management sanction • actions requiring expert intervention
Stakeholders	Stakeholders include: • managers • supervisors • employees • shareholders • OHS mechanisms/representatives • IR mechanisms/representatives • suppliers • customers • service providers

Unit Sector(s)

Unit Sector	CM Tools

corequisite units

Corequisite units	

Functional area

Functional Area	

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MSACMT440A Lead 5S in a manufacturing environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the competencies needed to facilitate and improve the 5S housekeeping environment.

Application of the Unit

Application of the unit	In a typical scenario, an organisation is implementing or practising a 5S approach to housekeeping. While 5S places much of the responsibility on team members, team leaders needs to support, encourage and facilitate effective 5S in the workplace. The manufacturing environment for 5S may include the warehouse, tool shops, office etc. This unit requires the application of skills associated with communication, teamwork, problem solving, initiative, enterprise, planning, organising and self management in order to provide leadership in a 5S environment. This unit has a strong emphasis on planning and change management, but also requires an ability to learn from experience and feed new information back into strategies to improve performance.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate the set up of 5S	1.1. Assist team members to determine what are necessary and unnecessary items in the work area 1.2. Assist team members to determine optimum assigned location for all necessary items 1.3. Liaise with relevant production and occupational health and safety (OHS) personnel in determining optimum locations 1.4. Assist team members to determine optimum location for unnecessary items 1.5. Assist team members to determine 5S schedule 1.6. Ensure ***procedures*** reflect 5S practices 1.7. Assist team members to achieve the required level of skill
2. Monitor 5S	2.1. Check work area for 5S implementation as part of normal routine 2.2. Identify non-conformances 2.3. Negotiate solutions to non-conformances

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ELEMENT	PERFORMANCE CRITERIA
3. Improve the 5S	3.1. Work with team members to find areas for improvement 3.2. Assist team members to develop improvement solutions 3.3. Facilitate the availability of resources required for the improvement solution 3.4. Facilitate the implementation of the improvement solution

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills:

- communication
- planning
- organising
- prioritising
- reading and interpretation
- recording
- problem solving
- teamwork.

Required knowledge:

- meaning and application of 5S to their job
- principles of efficient workplace organisation
- purposes of 5S
- procedures relevant to job
- identification of skill gaps
- methods of addressing skill gaps
- ways of encouraging team members to find and suggest areas for improvement
- methods of making/recommending improvements
- methods of accessing required resources
- OHS

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Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment requirements	There should be evidence of successful application of 5S in the person's work group and their positive interaction with it.
What critical aspects of evidence are required to demonstrate competency in this unit?	There should be evidence of the person's assisting team members to implement 5S and/or to implement improvements to 5S. There should be evidence of continuous improvement.
In what context should assessment occur?	Assessment needs to occur in a workplace practising or implementing 5S.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	This unit could be assessed concurrently with other units relating to the team leader's interactions with their team. This unit differs from *MSACMT240A Apply 5S procedures in a manufacturing environment* which covers the application of 5S to the person's own work.
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement

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EVIDENCE GUIDE	
	of the assessment.
What evidence is required for demonstration of consistent performance?	5S needs to be a routine, natural part of everyone's job. As such there should be evidence of consistent application of 5S over an extended period.
What are the specific resource requirements for this unit?	Access to a workplace implementing or practising 5S. No other specific resources are required.

Range Statement

RANGE STATEMENT The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Procedures	Procedures include all work instructions, standard operating procedures, formulas/recipes, batch sheets, temporary instructions and similar instructions provided for the smooth running of the plant. They may be written, verbal, computer based or in some other form. For the purposes of this Training Package, 'procedures' also includes good operating practice as may be defined by industry codes of practice (e.g. Good Manufacturing Practice (GMP), Responsible Care) and government regulations.
5S	5S is a system of work organisation originally developed in Japan based around: A close translation of the five stages in the housekeeping approach is: • sort • set in order • shine • standardise • sustain

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Unit Sector(s)

Unit Sector	CM Tools

corequisite units

Corequisite units	

Functional area

Functional Area	

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MSACMT441A Facilitate continuous improvement in manufacturing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the knowledge and skills required to facilitate continuous improvement (kaizen) in an organisation.

Application of the Unit

Application of the unit	In a typical scenario, this unit would apply to a team leader with responsibility for facilitating ongoing continuous improvement of the manufacturing process within the scope of their team's area of responsibility. This unit requires the application of skills associated with communication, teamwork, problem solving, initiative, enterprise, planning and organising in order to develop a continuous improvement process. This unit has a strong emphasis on developing and resourcing a team to embrace continuous improvement strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Employability Skills Information

Employability skills	This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate improvement team.	1.1. Assist the improvement team consider and select appropriate improvement projects 1.2. Facilitate resources and arrangements for the team to undertake improvement projects 1.3. Arrange for the provision of required data 1.4. Assist the improvement team develop ***scope and benefit statements*** 1.5. Organise for ongoing training of improvement team members as required
2. Build a continuous improvement process.	2.1. Organise for training as required for work group members 2.2. Encourage work group members to routinely monitor ***key process indicators*** 2.3. Build capacity in the work group to critically review the relevant parts of the value chain 2.4. Assist work group members to formalise improvement suggestions 2.5. Facilitate relevant resources and assist work group members to develop implementation plans 2.6. Monitor implementation of improvement plans taking appropriate actions to assist implementation where required.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills:
• analysis • problem solving • planning and organising • communication • negotiation • documenting
Required knowledge:
• continuous improvement process.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package	
Overview of assessment requirements	Assessment should confirm the ability to facilitate the use of continuous improvement at a team level within a manufacturing organisation
What critical aspects of evidence is required to demonstrate competency in this unit?	Evidence of the facilitation of continuous improvement should be available
In what context should assessment occur?	Assessment will need to occur in an organisation using continuous improvement or by project.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	This unit could be assessed concurrently with other relevant units.

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EVIDENCE GUIDE	
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment
What evidence is required for demonstration of consistent performance?	Generally routine continuous improvement by the work group and improvement team(s) from the work group would be needed to generate sufficient evidence
What are the specific resource requirements for this unit?	Access to an organisation using continuous improvement.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Scope and benefit	Scope and benefit statements of improvement project

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RANGE STATEMENT	
statements	may include: • description of the business • the target work process • what the key stakeholders seek from the improvement project • a mission for the event • a set of goals • a statement of the do's and don'ts for the improvement project.
Key process indicators	Key process indicators may include: • statistical process control data/charts • orders • lost time, injury and other OHS records • equipment reliability charts • etc.

Unit Sector(s)

Unit Sector	CM Tools

corequisite units

Corequisite units	

Functional area

Functional Area	

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MSACMT460A Facilitate the use of planning software systems in manufacturing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the knowledge and skills required by a team leader or technical expert to use and facilitate the use of planning software systems (known by various names such as ERP, SAP and MRP). This unit also covers the interactions of the person with a planning software system as they both use it for their own work and support their team members use it.

Application of the Unit

Application of the unit	In a typical scenario, an organisation will be using planning software. The person will access the planning software system for their own work, but will also need to provide support and organise skill development programs for their team members. The planning software system will be a routine part of their work life. This unit primarily requires the application of skills associated with using communication technology and supporting team use of planning software. Problem solving, initiative and enterprise, and planning and organisational skills are required to ensure that planning software is used efficiently. This requires aspects of learning and self management to ensure own performance and that of the team.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units	*MSACMT260A*	*Use planning software systems in manufacturing*

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate using the planning software system	1.1. Send and receive information using planning software 1.2. Send and receive messages using planning software
2. Make decisions using planning software	2.1. Interrogate the planning software system to find required current, historical or predicted information 2.2. Take actions appropriate to the information in accordance with procedures
3. Monitor the use of planning software	3.1. Routinely monitor planning software information and use along the ***value chain*** 3.2. Review performance and use of planning software with team
4. Support team use planning software	4.1. Regularly communicate with team, both using planning software and face to face 4.2. Identify improvements required

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Take appropriate actions to implement improvements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills:
• keyboarding/mousing • communication • teamwork • problem solving. • planning and organising
Required knowledge:
• hierarchy of planning software system and operation • information available from/through the planning software system • facilities and information offered by planning software • support/training/skill development mechanisms available for access by team members.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for this training package.	
Overview of assessment requirements	The person will need to be able to demonstrate an ability to understand and apply planning software to a work location or area and send, receive and interpret process and production data for that area. They should also be able to assist others in the use of the planning software system. Software editing is not required for this unit but the ability to recognise and suggest application improvements is required

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EVIDENCE GUIDE	
What critical aspects of evidence are required to demonstrate competency in this unit?	Evidence of competent use of planning software and also of assisting their team to use it effectively and efficiently.
In what context should assessment occur?	Assessment will need to occur on an organisation using planning software or simulation software.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	This unit may be assessed concurrently with other relevant units. This unit covers the intermediate skill levels in CM for planning software. *MSACMT260A Use planning software systems in manufacturing* and *MSACMT660A Develop the application of enterprise systems in manufacturing* cover the lowest and highest skill levels respectively. *MSACMT260A Use planning software systems in manufacturing* is specified as a prerequisite, and should be applied to the person's own job.
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.
What evidence is required for demonstration of consistent performance?	Evidence of routine use over an extended period should be available. Planning software systems will typically log all interactions with it. Interrogation of the planning software system will therefore provide evidence of the operator's use of it. Actions taken

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EVIDENCE GUIDE	
	may also be accessible from the planning software system itself, or may need other evidence available from the process.
What are the specific resource requirements for this unit?	Access to an organisation using planning software.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Planning software	Planning software is a general term applied to a number of software systems which integrate a range of business information such as finance, logistics maintenance and production. It is frequently referred to by names such as ERP, SAP or MRP/MRPII. In some cases it can be integrated with engineering applications such as Systems Control and Data Acquisition (SCADA) systems. In such cases *MSACMT261A Use SCADA systems in manufacturing* may also be required. Competitive manufacturing organisations encompass the entire production system, beginning with the customer, and includes the product sales outlet, the final assembler, product design, raw material mining and processing and all tiers of the value chain (sometimes called the supply chain). Any truly 'competitive' system is highly dependent on the demands of its customers and the reliability of its suppliers. No implementation of competitive manufacturing can reach its full potential without including the entire 'enterprise' in its planning.
Value chain	Competitive manufacturing organisations encompass the entire production system, beginning with the customer, and includes the product sales outlet, the final assembler, product design, raw material mining and processing and all tiers of the value chain (sometimes

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RANGE STATEMENT	
	called the supply chain). Any truly 'competitive' system is highly dependent on the demands of its customers and the reliability of its suppliers. No implementation of competitive manufacturing can reach its full potential without including the entire 'enterprise' in its planning .

Unit Sector(s)

Unit Sector	CM Tools

corequisite units

Corequisite units	

Functional area

Functional Area	

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MSACMT461A Facilitate SCADA systems in a manufacturing team or work area

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the knowledge and skills required by a person who is required to use System Control and Data Acquisition (SCADA), or other similar systems, and support the team in their use of SCADA.

Application of the Unit

Application of the unit	In a typical scenario, an organisation will be using SCADA. The person will access the SCADA system for their own work, but will also need to provide support and organise skill development programs for their team members. This competency is also relevant to maintenance personnel using a SCADA system to coordinate maintenance activities. This unit primarily requires the application of skills associated with using communication technology and supporting team use of SCADA systems. Problem solving, initiative and enterprise, and planning and organisational skills are required to ensure that system is used efficiently. This requires aspects of learning and self management to ensure own performance and that of the team.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units	*MSACMT261A*	*Use SCADA systems in manufacturing*

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Communicate using the SCADA system	1.1. Send and receive information using SCADA 1.2. Send and receive messages using SCADA
2. Make decisions using SCADA	2.1. Interrogate the SCADA system to find required current, historical or predicted information 2.2. Take actions appropriate to the information
3. Monitor the use of SCADA	3.1. Routinely monitor SCADA information and use along the ***value chain*** 3.2. Identify poor uses of SCADA system within team and system inadequacies 3.3. Identify team members who require additional support 3.4. Take appropriate action to provide required support 3.5. Take appropriate action to improve SCADA system and its use

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ELEMENT	PERFORMANCE CRITERIA
4. Support team use SCADA	4.1. Regularly communicate with team, both using SCADA based communication and face to face 4.2. Identify system improvements required 4.3. Identify skill improvement needs 4.4. Take appropriate actions to have the identified improvements implemented

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills:
• keyboarding/mousing • communication • teamwork • problem solving. • planning and organising
Required knowledge:
• hierarchy of SCADA system and operation • information available from and controls exercised by/through the SCADA system • facilities and information offered by SCADA • support/training/skill development mechanisms available for access by team member.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.	
Overview of assessment requirements	The person will not only be a competent user of SCADA but will also support their team using it.

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EVIDENCE GUIDE	
What critical aspects of evidence are required to demonstrate competency in this unit?	Evidence of competent use of SCADA and also of assisting the team to use it effectively and efficiently.
In what context should assessment occur?	Assessment will need to occur on an organisation using SCADA or by use of SCADA simulation.
Are there any other units which could or should be assessed with this unit or which relate directly to this unit?	This unit may be assessed concurrently with other relevant units. This unit covers the intermediate skill level of SCADA. *MSACMT261A Use SCADA systems in manufacturing*, and *MSACMT660A Develop the application of enterprise systems in manufacturing* cover the lower and higher skill levels in CM respectively. *MSACMT261A Use SCADA systems in manufacturing* is specified as a prerequisite, and should be applied to the person's own job.
What method of assessment should apply?	Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment. Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit. The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace. The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.
What evidence is required for demonstration of consistent performance?	Evidence of routine use over an extended period should be available. SCADA systems will typically log all interactions with it. Interrogation of the SCADA system will therefore provide evidence of the operator's use of it. Actions taken may also be

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EVIDENCE GUIDE	
	accessible from the SCADA system itself, or may need other evidence available from the process.
What are the specific resource requirements for this unit?	Access to an organisation using SCADA.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
SCADA	System Control and Data Acquisition (SCADA) is a general term applied to a number of systems which automatically collect critical process data, perform required mathematical manipulations on it and then make control decisions and/or give required information personnel for action. In the continuous manufacturing sector, the SCADA system is sometimes integrated into other sophisticated computer control systems such as Distributed Control System (DCS) and indeed these systems do merge in advanced systems. These organisations may simply refer to their SCADA as the DCS or other similar term (such as the proprietary name of the computer system).
Value chain	Competitive manufacturing organisations encompass the entire production system, beginning with the customer, and includes the product sales outlet, the final assembler, product design, raw material mining and processing and all tiers of the value chain (sometimes called the supply chain). Any truly 'competitive' system is highly dependent on the demands of its customers and the reliability of its suppliers. No implementation of competitive manufacturing can reach its full potential without including the entire 'enterprise' in its planning.

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Unit Sector(s)

Unit Sector	CM Tools

corequisite units

Corequisite units	

Functional area

Functional Area	

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MSAPMOPS405A Identify problems in fluid power system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the recognition and diagnosis of control system problems in hydraulic/pneumatic control systems on process equipment. It includes the implementation of appropriate corrective action. It applies to all sectors of the industry.

This competency is typically performed by technicians working either independently or as part of a work team.

Application of the Unit

Application of this unit

This competency applies to operators who are required to apply knowledge of fluid power systems and components to the identification and isolation of faults in equipment. The key factors are the diagnosis and the recommendation of action to resolve routine and non-routine faults, in order to return the equipment to production.

The technician will:

- identify and plan scope of equipment checks
- check settings, adjustments and performance of equipment
- identify and isolate faults in equipment
- propose solutions and carry out solutions within scope of authority
- complete logs and reports.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

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Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify pneumatic/ hydraulic control system problems.	1.1 Categorise the types of machine malfunctions due to fluid power faults. 1.2 Describe the effects on product quality of fluid power problems. 1.3 Isolate possible faulty components from a circuit diagram and knowledge of the function of each component.
2. Implement appropriate corrective action.	2.1 Examine other possible faults. 2.2 Shortlist possible fault causes. 2.3 Conduct investigations of machine, products or data to determine most likely fault cause(s). 2.4 Take appropriate action to ensure fault is rectified. 2.5 Follow up on action to ensure completion in an appropriate time frame. 2.6 Recheck after corrective action to ensure fault has been rectified.
3. Identify maintenance	3.1 Check manufacturer instructions to determine

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ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
requirements.	recommended maintenance schedule. 3.2 Check fault and maintenance history to determine adequacy of current regime and special requirements. 3.3 Determine criticality of machine to production/business. 3.4 Develop maintenance schedule/requirements for machine. 3.5 Liaise with all relevant stakeholders to ensure schedule is appropriate. 3.6 Report outcome to appropriate personnel.
4. Identify pneumatic/ hydraulic control system problems.	4.1 Categorise the types of machine malfunctions due to fluid power faults. 4.2 Describe the effects on product quality of fluid power problems. 4.3 Isolate possible faulty components from a circuit diagram and knowledge of the function of each component.
5. Implement appropriate corrective action.	5.1 Examine other possible faults. 5.2 Shortlist possible fault causes. 5.3 Conduct investigations of machine, products or data to determine most likely fault cause(s). 5.4 Take appropriate action to ensure fault is rectified. 5.5 Follow up on action to ensure completion in an appropriate time frame. 5.6 Recheck after corrective action to ensure fault has been rectified.

Required Skills and Knowledge

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

Knowledge and understanding of the process and the interaction of process conditions on product quality sufficient to recognise and analyse control system faults.

Knowledge of organisation procedures and policies along with the ability to implement them within appropriate time constraints and in a manner relevant to the job.

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Application of the knowledge of managing risks using the hierarchy of controls applied to the process. Application of approved hazard control, safety procedures, use of PPE in relation to handling materials, equipment operation and clean up.

Knowledge as a basis for solving hydraulic system problems, including:

- principles of hydraulics/pneumatics
- fluid power circuit diagrams
- principles of circuit components
- appropriate testing procedures and use of equipment for a range of equipment faults
- urgency and timeliness factors in planning maintenance activities in relation to production requirements
- collection, analysis and reporting of data.

Competence also includes the ability to:

- identify and select testing methods based on cost and time effectiveness
- conduct inspections, checks and tests on equipment as appropriate
- read and interpret circuit diagrams for mechanical, hydraulic, pneumatic and electrical/electronic operating systems
- use technical information and manufacturer information to locate relevant data
- interpret technical specifications and manufacturer instructions
- ensure workplace is safe for testing and maintenance of equipment
- identify hazards of the materials and process
- implement appropriate procedures for hazard control
- use PPE, safely handle products and materials, read relevant safety information and apply safety precautions appropriate to the task.

Language, **literacy and numeracy requirements**

This unit requires the ability to read and interpret technical specifications and manufacturer manuals.

Writing is required to the level of writing procedures and schedules. Basic numeracy is also required to allow the interpretation of machine and product data and the comparison of actual with desired readings.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the ability to:

- recognise potential situations requiring action and then in implementing appropriate action.

Consistent performance should be demonstrated. For example, look to see that:

- machine reliability is high.

Assessment method and context

It is preferred that assessment takes place on industrial equipment in a work environment.

Competence in this unit may be assessed:

- on a processing plant allowing for operation under all normal, and a range of abnormal, conditions
- in a situation allowing the generation of evidence of the ability to recognise, anticipate and solve problems
- using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom.

Additional resources might include the provision of equipment with known faults/problems to allow for assessment of the ability to identify problems.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

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Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency unit includes all common equipment used in the manufacturing industry and should be able to be applied to all equipment using fluid power control systems.

This competency applies to all work environments and sectors within the manufacturing industry. It assumes an understanding of the operation of all relevant equipment and processes but does not necessarily require them to be used personally.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions, manufacturer information and relevant industry and government codes and standards.

Tools and equipment

This competency includes use of equipment and tools such as:

- pumps
- pressure controls
- DCVs (directional control valves)
- flow control actuators
- accumulators
- filters
- heat exchangers
- proportional, servo and cartridge valves.

Hazards

Typical hazards include:

- high pressures (hydraulic and pneumatic)
- hot surfaces
- hydraulic oil spills and leakage
- noise.

Problems

Respond to/rectify 'non-routine problems' means 'apply known solutions to a variety of predictable problems'.

Distinguish between causes of faults such as:

- control system failure
- process condition
- materials
- component types.

Typical process and product problems may include:

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- loss of flow, power
- power failure
- oil leaks (internal and external)
- component malfunction
- poor maintenance procedures
- regular maintenance
- shutdown
- using accumulator as emergency source
- motor failure effect on cycle time
- pressure loss
- short shots
- loss of clamp pressure
- oil temperature.

Variables

Key variables to be monitored include:

- oil levels
- temperatures
- cavitation/aeration/noise
- cleanliness
- poor performance
- safety aspects.
-

Unit Sector(s)

Not applicable.

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MSAPMOPS406A Identify problems in electronic control systems

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the recognition and diagnosis of control system problems in electrical/electronic control systems on process equipment. It includes the implementation of appropriate corrective action. It applies to all sectors of the industry.

This competency is typically performed by technicians working either independently or as part of a work team.

Application of the Unit

Application of this unit

This competency applies to operators who are required to apply knowledge of electronic control systems and components to the identification and isolation of faults in equipment. The key factors are the diagnosis and the recommendation of action to resolve routine and non-routine faults, in order to return the equipment to production.

The technician will:

- identify and plan scope of equipment checks
- check settings, adjustments and performance of equipment
- identify and isolate faults in equipment
- propose solutions and carry out solutions within scope of authority
- complete logs and reports.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

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Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify electrical/ electronic control system problems.	1.1 Categorise the types of machine malfunctions due to electrical/electronic faults. 1.2 Describe the effects on product quality of electrical/electronic problems. 1.3 Isolate possible faulty components from a circuit diagram and knowledge of the function of each component.
2. Implement appropriate corrective action.	2.1 Examine other possible faults. 2.2 Short list possible fault causes. 2.3 Conduct investigations of machine, products or data to determine most likely fault cause(s). 2.4 Take appropriate action to ensure fault is rectified. 2.5 Follow up on action to ensure completion in an appropriate time frame. 2.6 Recheck after corrective action to ensure fault has been rectified.
3. Identify maintenance	3.1 Check manufacturer instructions to determine

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ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
requirements.	recommended maintenance schedule. 3.2 Check fault and maintenance history to determine adequacy of current regime and special requirements. 3.3 Determine criticality of machine to production/business. 3.4 Develop maintenance schedule/requirements for machine. 3.5 Liaise with all relevant stakeholders to ensure schedule is appropriate. 3.6 Report outcome to appropriate personnel.
4. Identify electronic control system problems.	4.1 Categorise the types of machine malfunctions due to electronic control system faults. 4.2 Describe the effects on product quality of electronic control system problems. 4.3 Isolate possible faulty components from a circuit diagram and knowledge of the function of each component.
5. Implement appropriate corrective action.	5.1 Examine other possible faults. 5.2 Shortlist possible fault causes. 5.3 Conduct investigations of machine, products or data to determine most likely fault cause(s). 5.4 Take appropriate action to ensure fault is rectified. 5.5 Follow up on action to ensure completion in an appropriate time frame. 5.6 Recheck after corrective action to ensure fault has been rectified.

Required Skills and Knowledge

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

Knowledge and understanding of the process and the interaction of process conditions on product quality sufficient to recognise and analyse control system faults.

Knowledge of organisation procedures and policies along with the ability to implement them within appropriate time constraints and in a manner relevant to the job.

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Application of the knowledge of managing risks using the hierarchy of controls applied to the process. Application of approved hazard control, safety procedures, use of PPE in relation to handling materials, equipment operation and clean up.

Knowledge as a basis for solving electronic control system problems, including:

- fundamentals of electricity and electronics
- electronic circuit diagrams
- principles of electronic circuit components
- principles of PLC programming, troubleshooting and diagnosis
- appropriate testing procedures and use of equipment for a range of equipment faults
- urgency and timeliness factors in planning maintenance activities in relation to production requirements
- collection, analysis and reporting of data.

Competence also includes the ability to:

- identify and select testing methods based on cost and time effectiveness
- conduct inspections, checks and tests on equipment as appropriate
- read and interpret circuit diagrams for mechanical, hydraulic, pneumatic and electrical/electronic operating systems
- use technical information and manufacturer information to locate relevant data
- interpret technical specifications and manufacturer instructions
- ensure workplace is safe for testing and maintenance of equipment
- identify hazards of the materials and process
- implement appropriate procedures for hazard control
- use PPE, safely handle products and materials, read relevant safety information and apply safety precautions appropriate to the task.

Language, **literacy and numeracy requirements**

This unit requires the ability to read and interpret technical specifications and manufacturer manuals.

Writing is required to the level of writing procedures and schedules. Basic numeracy is also required to allow the interpretation of machine and product data and the comparison of actual with desired readings.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

It is preferred that assessment takes place on industrial equipment in a work environment.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the ability to:

- recognise potential situations requiring action and then in implementing appropriate action.

Consistent performance should be demonstrated. For example, look to see that:

- machine reliability is high.

Assessment method and context

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Competence in this unit may be assessed:

- on a processing plant allowing for operation under all normal and a range of abnormal conditions
- in a situation allowing the generation of evidence of the ability to recognise, anticipate and solve problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom.

Additional resources might include the provision of equipment with known faults/problems to allow for assessment of the ability to identify problems.

Range Statement

RANGE STATEMENT

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency unit includes all common equipment used in the manufacturing industry and should be able to be applied to all equipment using electrical/ electronic control systems.

This competency applies to all work environments and sectors within the manufacturing industry. It assumes an understanding of the operation of all relevant equipment and processes but does not necessarily require them to be used personally.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Tools and equipment

This competency includes use of equipment and tools such as:

- application and programming of PLC (programmable logic controls) and ancillaries
- application of solid-state control/switching units
- switches, relays and solenoids
- position and pressure transducers
- temperature controllers.

Hazards

Typical hazards include:

- electricity
- temperature from hot surfaces and equipment
- malfunctioning equipment
- test equipment.

Problems

Respond to/rectify 'non-routine problems' means 'apply known solutions to a variety of predictable problems'.

Typical process and product problems may include:

- loss of flow, power
- power failure
- component malfunction
- poor maintenance procedures
- regular maintenance
- shutdown

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- motor failure effect on cycle time
- short shots
- loss of clamp pressure
- no power
- electronic/electrical faults
- analysis with PLC.

Variables

Key variables to be monitored include:

- temperatures
- cleanliness
- poor performance
- safety aspects.
-

Unit Sector(s)

Not applicable.

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MSAPMSUP303A Identify equipment faults

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit requires the application of planning, technical knowledge and skills to check and isolate routine and non-routine equipment faults used in production and report on the status of equipment. It applies to all sectors of the industry.

This competency is typically performed by operators demonstrating some relevant theoretical knowledge and using a range of well developed skills requiring some discretion and judgement

Application of the Unit

Application of this unit

This competency applies to operators who are required to apply knowledge of materials, product purpose and processes to the identification and isolation of faults in equipment. The key factors are the planning, checking and identification of routine and non-routine faults, in order to return the equipment to production.

The operator will:

- identify and plan scope of equipment checks
- check settings, adjustments and performance of equipment
- check materials for conformity to job requirements
- identify and isolate faults in equipment
- propose solutions and carry out solutions within scope of authority
- complete logs and reports.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

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This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify scope of operational check.	1.1 Identify and classify equipment components and operating systems. 1.2 Match appropriate tests and procedures to the equipment operating systems. 1.3 Identify special test procedures and parameters in manufacturer's specifications and procedures. 1.4 Explain the operating principles of hydraulic, pneumatic, mechanical and electrical/electronic systems as related to workplace equipment. 1.5 Implement measures to control identified hazards in line with procedures and duty of care. 1.6 Observe and undertake checks on the physical condition of equipment as per procedures. 1.7 Record preliminary observations. 1.8 Discuss test procedures with appropriate personnel and obtain necessary permission where required.

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ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
2. Plan operational checks.	2.1 Check specifications and notes from preliminary observations and identify areas to be clarified. 2.2 Plan testing sequence/s noting areas where results and observations should be recorded. 2.3 Identify safe area for testing. 2.4 Make arrangements for any additional resources (including other employees).
3. Check unit through full operational range.	3.1 Undertake testing, observing relevant safety and operational requirements. 3.2 Confirm results and findings.
4. Identify fault and/or formulate recommendations.	4.1 Identify impact of fault on work schedule. 4.2 Record proposals for equipment repair based on faults found, cost/time implications and workplace approval systems. 4.3 Explain report to relevant workplace personnel including any options and recommendations. 4.4 Undertake repairs where appropriate in accordance with procedures.

Required Skills and Knowledge

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

Knowledge and understanding of equipment operation and maintenance practices sufficient to recognise fault and no-fault conditions in standard and non-standard situations and then determine appropriate action which is consistent with operational guidelines is required.

Knowledge of organization procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards.

Application of the knowledge of managing risks using the hierarchy of controls applied to the process. Application of approved hazard control, safety procedures, use of PPE in relation to handling materials, equipment operation and clean up.

Knowledge as a basis for solving processing and material problems, including:

- principles of the operation of the equipment to be maintained
- functions and troubleshooting of internal components and their problems

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- routine and non-routine causes of equipment failures and the service conditions which may increase maintenance
- maintenance techniques, (eg reactive maintenance, predictive and preventative operational maintenance)
- appropriate testing procedures and use of equipment for a range of equipment faults
- operating principles for mechanical, hydraulic, pneumatic, electrical/electronic systems
- urgency and timeliness factors in planning maintenance activities in relation to production requirements
- collection, analysis and reporting of data.

Competence also includes the ability to:

- identify and select testing methods based on cost and time effectiveness
- conduct inspections, checks and tests on equipment as appropriate
- read and interpret circuit diagrams for mechanical, hydraulic, pneumatic and electrical/electronic operating systems
- use technical information and manufacturer information to locate relevant data
- interpret technical specifications and manufacturer instructions
- ensure workplace is safe for testing and maintenance of equipment
- identify hazards of the materials and process
- implement appropriate procedures for hazard control
- use PPE, safely handle products and materials, read relevant safety information
- apply safety precautions appropriate to the task.

Language, **literacy and numeracy requirements**

This unit requires the ability to read and interpret typical equipment specifications schematics and diagrams.

Writing is required to the level of completing workplace forms and production reports.

Basic numeracy is required, to the level of calculating equipment throughputs and performance.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

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It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- understand the procedures and know the importance of critical operational systems
- recognise potential situations requiring action and then implement appropriate action.

Consistent performance should be demonstrated. For example, look to see that:

- early warning signs of equipment in need of attention/with potential problems are recognised
- appropriate tests are undertaken and tests are analysed appropriately
- proposals for equipment repair are based upon the most appropriate and cost effective method to return equipment to full performance in a timely manner
- items initiated are followed through until final resolution has occurred.

Assessment method and context

It is preferred that assessment takes place on industrial equipment in a work environment.

Competence in this unit may be assessed:

- on a processing plant, allowing for operation under all normal and a range of abnormal conditions
- in a situation allowing the generation of evidence of the ability to recognise, anticipate and solve problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to all work environments and sectors within the industry. It does not include maintenance that would require trade level skills. It is not intended that this competency would cover maintenance that is carried on in a workshop.

Procedures

All operations are performed in accordance with procedures.

Procedures mean all relevant workplace procedures, work instructions, temporary instructions, standard operating procedures, plant description manuals, manufacturer's instructions, specifications, service manuals, machine circuit diagrams for hydraulic/pneumatic and electrical/electronic circuits and relevant industry and government codes and standards.

Tools and equipment

This competency includes use of equipment and tools such as:

- hand tools specific for the task
- product testing equipment (eg flowmeter, scales, tape measure, micrometer, caliper, ultrasonic thickness)
- machinery measuring equipment (eg vibration meter, tachometer, current tester, thermal imaging, temperature gauge)
- measuring and aligning equipment.

Hazards

Typical hazards include:

- rotating and moving machinery
- process materials, solids, fluids and gases under pressure or flowing
- temporary connections or by-passes
- electrical, hydraulic or pneumatic energy sources
- out-of-specification operation.

Problems

Respond to/rectify 'non-routine problems' means 'apply known solutions to a variety of predictable problems'. Typical process and product problems may include:

- out-of-specification product or variations
- response of equipment to materials variations
- new or changed materials
- changed equipment settings (eg higher speed or throughput)
- equipment in need of maintenance

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- procedures requiring update or modification.

Variables

Key variables to be monitored include:

- equipment performance (eg speed, output, variations)
- equipment component performance
- sequences and timing of operations
- materials changes (desired and not desired).

Data and Records

Typical information sources, observed data and plant records may include:

- plant data
- log sheets
- operational and performance reports
- physical aspects such as noise, smell, feel and pressure condition monitoring information
- planned maintenance schedules
- procedures.
-

Unit Sector(s)

Not applicable.

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MSAPMSUP310A Contribute to the development of plant documentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit of competency covers the development of relevant plant documentation and systems in response to identified information requirements including the development and/or amendment of workplace documents, procedures and record keeping systems.

Application of the Unit

Application of this unit

This competency is typically performed by an experienced operator, leading hand or supervisor. The employee will:

- determine what needs to be done
- draft new/revised documentation
- arrange for documentation to be checked
- follow document control procedures.
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

Employability Skills Information

Employability Skills

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This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify information need/deficiency.	1.1 Determine the information requirements of the organization. 1.2 Evaluate current documentation. 1.3 Recognise information need/deficiency. 1.4 Discuss information requirements with appropriate personnel.
2. Develop/revise plant documentation.	2.1 Specify information need and set/prioritise objectives 2.2 Analyse existing documentation/records in accordance with specified requirements. 2.3 Develop/amend documentation as a draft in accordance with specifications to standard format. 2.4 Issue documentation to appropriate personnel for review. 2.5 Edit documentation and amend in accordance with review requirements. 2.6 Complete documentation to satisfy the initial identified need/deficiency.
3. Communicate changes to plant documentation.	3.1 Explain and communicate documentation to all relevant personnel. 3.2 Distribute documentation to all appropriate personnel. 3.3 Evaluate implementation of documentation.

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ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	3.4 Amend documents if required.

Required Skills and Knowledge

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

Knowledge of organisation standard procedures, work instructions and relevant regulatory requirements along with the ability to implement them within appropriate time constraints relevant to the job.

Knowledge of organisation information systems, procedures, equipment and relevant documentation sufficient to be able to develop or amend company documentation.

Knowledge of the relevant OHS and environmental requirements is required along with an ability to implement them in a manner which is relevant to the drafting of all relevant documentation.

Competence also includes the ability to:

- plan own work, including predicting consequences and identifying improvements
- identify and describe own role and role of other employees.

Language, **literacy and numeracy requirements**

This unit requires the ability to read and interpret typical product specifications, job sheets, work instructions and material labels as provided to operators.

Writing is required to the level of drafting documents for the required audience.

Numeracy is also required to the extent required by production data, work instructions and procedures.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

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Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Consistent performance should be demonstrated. For example, look to see that:

- information required is researched, and intended use is taken into account
- documentation is completed accurately, concisely and in accordance with requirements
- completed documentation is easily understood by the recipient
- information is communicated in the appropriate manner
- communication distinguishes between relevant and peripheral issues.

Assessment method and context

Assessment will occur using work-based documents and in a work-like environment.

Competence in this unit may be assessed:

- by direct observation and accessing the workplace records system
- in a situation allowing the generation of evidence of the ability to recognise, anticipate and solve problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

This competency applies to all work environments in the industry.

Work is governed by established workplace procedures, and extent of authority for drafting/document approval.

Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Documentation

This unit of competency includes sources of documentation such as:

- maintenance logs
- non-compliance reports
- incidence and accident reports
- permits
- schematics/process flows/ engineering drawings.
- job cards
- standard operating procedures
- work instructions
- operating manuals
- quality procedures
- training program contents
- materials safety data sheets.

Problems

'Anticipate and solve problems' means resolve a wide range of routine and non-routine problems, using product and process knowledge to develop solutions to problems which do not have a known solution/s recorded in the procedures.

Typical problems may include:

- inaccurate source documents
- out-of-date source documents
- source documents too technical/lacking detail/of wrong focus
- prioritising of document drafting with other work.

Appropriate action for problems outside of area of responsibility may be reported to an appropriate person.

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Appropriate action for solving problems within area of responsibility includes asking questions and seeking assistance from appropriate persons/sources

Unit Sector(s)

Not applicable.

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MSAPMSUP390A Use structured problem solving tools

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This competency covers the solving of process and other problems, beyond those associated directly with the process unit/equipment, using structured process improvement tools to identify improvements and/or solve problems.

Application of the Unit

Application of this unit

The competency is typically performed by an experienced operator, team leader or supervisor.

Generally the person would be part of a team during the solving of complex or systemic problems and would be expected to perform all parts of this unit and at all times would be liaising and cooperating with other members of the team. This includes:

- using a range of formal problem solving techniques
- identifying and clarifying the nature of the problem
- devising the best solution
- evaluating the solution
- developing an implementation plan to rectify the problem.

This unit does not cover the solving of problems undertaken as part of the operator's normal role which is covered in the relevant operation competency unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisites

This unit has **no** prerequisites.

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Employability Skills Information

Employability Skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
ELEMENT	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Identify the problem.	1.1 Identify variances from normal operating parameters and product quality. 1.2 Define the extent, cause and nature of the problem by observation and investigation. 1.3 State and specify the problem clearly.
2. Determine fundamental cause of problem.	2.1 Identify possible causes based on experience and the use of problem solving tools/analytical techniques. 2.2 Develop possible cause statements. 2.3 Identify fundamental cause.
3. Determine corrective action.	3.1 Consider all possible options for resolution of the problem. 3.2 Consider strengths and weaknesses of possible options. 3.3 Determine corrective action to remove the problem and possible future causes. 3.4 Develop implementation plans identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures. 3.5 Develop recommendations for ongoing monitoring

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ELEMENT ELEMENT	PERFORMANCE CRITERIA Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
	and testing.
4. Communicate recommendations.	4.1 Prepare report on recommendations. 4.2 Present recommendations to appropriate personnel. 4.3 Follow up recommendations if required.

Required Skills and Knowledge

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

Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognise non-standard situations.

This unit of competency includes use of analytical techniques in problem solving such as:

- brainstorming
- fishbone diagrams/cause and effect diagrams
- process logic/process requirements
- logic tree
- similarity/difference analysis
- Pareto analysis
- force field/SWOT analysis
- flow charts
- control charts, runcharts and graphs
- scattergrams.

Action plans to solve problems are prepared including:

- priority requirements
- measurable objectives
- resource requirements
- methods for reaching objectives
- timelines
- coordination and feedback requirements
- safety requirements
- risk assessment
- environmental requirements.

Language, **literacy and numeracy requirements**

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This unit requires the ability to read and interpret typical product specifications, job sheets and material labels as provided to operators.

Writing is required to the level of report writing and completing workplace forms.

Basic numeracy is also required, eg to interpret quality data and graphs.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to apply and explain:

- relevant equipment and operational processes
- enterprise policies and procedures
- enterprise goals, targets and measures
- enterprise quality, OHS and environmental requirements
- principles of decision-making strategies and techniques
- enterprise information systems and data collation
- industry codes and standards.

Consistent performance should be demonstrated. For example, look to see that:

- problems are recognised and clarified
- possible causes are identified, based on experience and use of analytical techniques in solving the problem, including:
  - identifying variations
  - identifying cause and effect
  - separating single problems from multiple problems
  - recognising recurring problems.
- fundamental cause of process or equipment faults is determined
- corrective/preventative implementation plans are developed to avoid recurrence of the problem
- implementation plan is presented to relevant personnel.

Assessment method and context

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Assessment will occur on the job or in a simulated workplace.

Competence in this unit may be assessed:

- in a situation allowing the generation of evidence of the ability to recognise and respond to problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

Specific resources for assessment

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

Context

The competency unit applies to a wide range of processes and equipment. The process manufacturing technical units of competency include a problem solving element where problems specific to that competency unit are to be resolved. This competency unit is where structured problem solving techniques are to be applied more broadly, or with greater depth/rigour than is implied by the problem solving element of the technical units.

In large plants or manufacturing organisations with multiple processes, it may apply to more than one process if those processes interact with each other. It applies to all operators across all functions.

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Procedures

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Hazards

Typical hazards include leaks, spillages and equipment hazards that can occur during the walk-through of a plant.

Problems

'Anticipate and solve problems' means resolve a wide range of routine and non-routine problems, using product and process knowledge to develop solutions to problems which do not have a known solution/a solution recorded in the procedures.

Typical process and product problems may include:

- non- routine process and quality problems
- equipment selection, availability and failure
- teamwork and work allocation problems
- safety and emergency situations and incidents.
-

Unit Sector(s)

Not applicable.

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MSL924001A Process and interpret data

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to retrieve data, evaluate formulae and perform scientific calculations, present and interpret information in tables and graphs and keep accurate records. The unit requires personnel to solve problems of limited complexity where the information may be less obvious, but not contradictory, and can be determined by direct reasoning.

Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory assistants, field/laboratory technicians and instrument operators in all industry sectors. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Retrieve and check data	1.1. Store and retrieve data using appropriate files and/or application software 1.2. Verify the quality of data using enterprise procedures 1.3. Rectify errors in data using enterprise procedures
2. Calculate scientific quantities	2.1. Calculate statistical values for given data 2.2. Calculate scientific quantities using given formulae and data and estimate uncertainties 2.3. Ensure calculated quantities are consistent with estimations and expectations 2.4. Report all calculated quantities using the appropriate units and correct number of significant figures
3. Present data in tables, charts and graphs	3.1. Present data in clearly labelled tables and charts 3.2. Graph data using appropriate scales to span the range of data or display trends 3.3. Report all data using the appropriate units and

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ELEMENT	PERFORMANCE CRITERIA
	number of significant figures
4. Interpret data in tables, charts and graphs	4.1. Interpret significant features of graphs, such as gradients, intercepts, maximum and minimum values, and limit lines 4.2. Recognise and report trends in data
5. Keep accurate records and maintain confidentiality	5.1. Transcribe information accurately 5.2. Verify the accuracy of records following enterprise procedures 5.3. File and store workplace records in accordance with enterprise procedures 5.4. File all reference documents logically and keep them up-to-date and secured 5.5. Observe enterprise confidentiality standards

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- performing calculations of scientific quantities
- using scientific notation
- applying the concepts of metrology
- applying calculations to the workplace
- coding, recording and checking of data accurately
- presenting accurate results in the required format
- preparing graphs, tables and charts (pie, bar, histogram) and interpreting trends
- preparing and interpreting process control charts
- maintaining the confidentiality of data in accordance with workplace and regulatory requirements

Required knowledge

Required knowledge includes:

- concepts of metrology
- the international system of units (SI)
- relevant scientific and technical terminology

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REQUIRED SKILLS AND KNOWLEDGE
• uncertainty associated with measurement steps • procedures for coding, entering, storing, retrieving and communicating data • procedures for verifying data and rectifying mistakes • converting units involving multiples and submultiples • significant figures, rounding off, estimating, approximating • transposing and evaluating formulae • calculations involving fractions, decimals, proportions and percent • determining statistical values of data such as mean, median, mode and standard deviation • procedures for maintaining and filing records, and maintaining security of data

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors should ensure that candidates can: • code, record and check the documentation of data • calculatescientific and statistical quantities relevant to the workplace and present accurate results in the required format • recognise anomalies and trends in data • maintain the confidentiality of data in accordance with workplace and regulatory requirements • keep records up-to-date and secure.

Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment.
	This unit of competency may be assessed with:
	• *MSL924002A Use laboratory application software*
	• technical units, such as:
	  • *relevant MSL973000 series units of competency*
	  • *relevant MSL974000 series units of competency*.
	Resources may include:
	• data sets and records

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EVIDENCE GUIDE	
	• computer and relevant software or laboratory information system • relevant workplace procedures.
Method of assessment	The following assessment methods are suggested: • review of data worksheets, calculations, computer files (such as spreadsheets, databases, statistical analysis), graphs, tables and/or charts prepared by the candidate • review of records transcribed, maintained or stored by the candidate • feedback from supervisors and peers • questions to assess understanding of relevant procedures and trends in data • observation of the candidate as they process data, file and store records. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. **Manufacturing** A laboratory assistant in a materials testing laboratory was performing routine tensile tests on samples of vinyl sheet. The assistant converted the readings from the machine to appropriate units using a simple calculation and recorded them in the logbook for that test method. After comparing these test results with previous results for the same type of vinyl material, the assistant found

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	that the tensile strength was within the required range. However, it was at the lower rather than the upper end of the range as in previous testing. The assistant discussed the results with the laboratory supervisor. The calibration file for that machine showed that it had been calibrated four months previously and had not needed adjustment. Test results for the same period showed that the machine was giving lower than normal tensile strength readings for the few higher strength materials tested over the last two months. The assistant did some more checks and confirmed this trend. The machine was re-calibrated by the instrument company and the frequency of internal calibration checks by the laboratory assistant was increased. This problem would not have been detected or corrected as quickly without the assistant's initiative and competent recording and retrieval of test results and calibration information. **Biomedical** A technical assistant works in a team with laboratory scientists and technical officers. Analyses of electrolytes are routine and occur in large volume throughput even in this small diagnostic laboratory. The assistant is assigned tasks that contribute to the overall production of results, their reporting and the quality control evaluation of the results. One task is the daily collection of the electrolyte analyses from the internal quality control area. In this case, the technical assistant plots the results on a Levy-Jennings graph and computes the mean value. The assistant reports immediately to the supervisor if the plots show deviations which indicate out-of-control results. **Food processing** Cooking and holding temperatures greatly affect the nutrient composition of processed foods. The CSIRO provides documentation of nutrient losses with temperature variations. For cooked foods, there is the added problem of microbial growth in the so called 'danger zone'. In one laboratory, the technical assistant conducts simple testing of foods using a temperature probe and also measures the temperature of the storage areas, holding trays or bainmaries and individual tray units. Careful documentation of the temperatures of the foods and times of measurement must be kept. The technical assistant supplies the data as tables and a plot

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	of temperature versus time. For quality control purposes, the assistant is directed to use a cross reference of mercury thermometer readings versus probe measurements for ambient temperature. The assistant plots the thermometer readings against the probe readings and reports to the supervisor if the plot shows a slope other than the defined value.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include:
	• Australian and international standards such as:
	  • AS ISO 1000-1998 The international system of units (SI) and its application
	  • ISO 5725 Accuracy (trueness and precision) of measurement methods and results
	  • ISO/IEC Guide 98-3:2008 Uncertainty of measurement - Part 3 Guide to the expression of uncertainty in measurement (GUM)
	• Eurachem/CITAC Guide CG4 Quantifying uncertainty in analytical measurement
	• national measurement regulations and guidelines
	• National Association of Testing Authorities (NATA) Technical notes
	• material safety data sheets (MSDS)

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RANGE STATEMENT	
	• equipment manuals and warranty, supplier catalogues and handbooks • sampling and test procedures and standard operating procedures (SOPs) • enterprise quality manual and customer quality plan • validation of the equipment and associated software where applicable • validation of spreadsheets developed in-house for assay and process calculations
Concepts of metrology	Concepts of metrology may include: • that all measurements are estimates • measurements belong to a population of measurements of the measured parameters • repeatability • precision • accuracy • significant figures • sources of error • uncertainty • traceability
Data	Data may be recorded on: • worksheets • spreadsheets • databases linked to information management systems Data may include results of: • observations • tests and measurements • analyses • surveys • quality assurance and control assessments Data may be presented in the form of: • graphs • tables • histograms • pie charts • bar charts • control charts

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RANGE STATEMENT	
	• semi-quantitative observations and be expressed on a scale (for example, 1 to 4 or + to ++++)
Calculations	Calculations may be performed: • with or without a calculator • using computer software, spreadsheets, databases and statistical packages
Calculations of scientific quantities	Calculated of scientific quantities may include: • converting units involving multiples and submultiples • significant figures, round off, estimate and approximate • transposing and evaluating formulae • fractions, decimals, proportions and percentages • perimeters and angles • percentage and absolute uncertainties in measurements and test results • statistical values of data, such as mean, median, mode and standard deviation • areas (m^2) and volumes (mL, L, m^3) of regular shapes, such as packaging • dose (mg), average mass, mass percentage, density, specific gravity, moisture, relative and absolute humidity, viscosity and permeability • ratios, such as mass to mass, mass to volume and volume to volume percentages • concentration, such as molarity, g/100mL, mg/L, mg/(L, ppm, ppb, dilution mL/L • average count, colonies per swab surface and cell counts, such as live and dead/total • process variables, such as pressure, gauge pressure, velocity and flow rates • biological oxygen demand (BOD), chemical oxygen demand (COD) and total organic carbons (TOC) • % content of moisture, ash, fat, protein, alcohol, sulphur dioxide and trace metals, such as calcium or zinc • food properties, such as % concentration (dry), friability, bitterness, brix, free amino nitrogen, diastatic power, calorific content and yeast

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RANGE STATEMENT	
	viability • stress, strain, moduli and force
Records	Records could include information associated with: • purchase of equipment and materials, service records • safety procedures • history of calibration and test results
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Data

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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MSL933001A Maintain the laboratory/field workplace fit for purpose

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the general cleaning of work surfaces, cleaning and storage of equipment and the monitoring of laboratory stocks under direct supervision.

Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory assistants and instrument operators working in all industry sectors. This unit of competency forms a major part of the work of laboratory assistants. They work in accordance with work instructions and standard operating procedures which incorporate all relevant aspects of occupational health and safety (OHS) legislation and the codes, guidelines, regulations and Australian standards applying to environmental hazards and dangerous goods. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Clean work preparation areas	1.1. Clean preparation areas using appropriate cleaning agents and equipment according to enterprise procedures 1.2. Remove spillages, if they occur, using appropriate agents, personal protective equipment and enterprise procedures 1.3. Collect and segregate wastes in accordance with enterprise procedures, relevant codes and regulations
2. Clean and store equipment	2.1. Collect used equipment, inspect for faults and, where necessary, remove from service 2.2. Use appropriate agents, apparatus and techniques to clean equipment 2.3. Store clean equipment in the designated locations and manner

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor stocks of materials and equipment	3.1. Perform stock checks and maintain records of usage as directed 3.2. Store labelled stocks for safe and efficient retrieval 3.3. Inform appropriate personnel of impending stock shortages to maintain continuity of supply
4. Maintain a safe work environment	4.1. Use established safe work practices and personal protective equipment to ensure personal safety and that of other personnel 4.2. Report potential hazards and/or maintenance issues in own work area to designated personnel 4.3. Minimise the generation of wastes and environmental impacts 4.4. Dispose of wastes in accordance with enterprise procedures, relevant codes and regulations

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- safely cleaning work preparation areas and equipment using appropriate cleaning agents, equipment and techniques
- safely removing spillages and disposing of wastes
- minimising the exposure to hazards of self, others and the laboratory
- safely storing equipment and materials using enterprise procedures, relevant codes and guidelines
- monitoring and reporting stock levels and the condition of laboratory materials and equipment
- keeping accurate, up-to-date records
- reporting potential hazards and maintenance issues using enterprise procedures

Required knowledge

Required knowledge includes:

- enterprise procedures for the cleaning of work preparation areas, materials and equipment

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REQUIRED SKILLS AND KNOWLEDGE
• storage requirements for specific materials and equipment • enterprise procedures for minimisation and disposal of waste • enterprise procedures for monitoring of laboratory stocks • information contained in material safety data sheets (MSDS) for materials handled regularly during the performance of maintenance tasks • relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors should ensure that candidates can: • follow enterprise procedures, relevant codes and guidelines when maintaining the laboratory/field workplace • work safely and minimise exposure of hazards to self, others and the laboratory • keep accurate up-to-date records and report potential hazards and maintenance issues.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL943002A Participate in laboratory/field workplace safety*. Resources may include: • access to work preparation areas, stocks, materials and equipment • cleaning, decontamination and/or disinfection agents and equipment • personal protective equipment • stock order firms, labels and records/forms.
Method of assessment	The following assessment methods are suggested: • observation of the candidate's techniques for cleaning

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	and/or removal of spillages and waste disposal • review of stock records completed by the candidate • feedback from supervisors and peers • questioning to assess underpinning knowledge of regulations and procedures where direct observation is difficult (such as dealing with hazards) and choice of materials and equipment. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and show its relevance in a workplace setting. **Manufacturing** On receipt of a bulk container of cleaning or sanitising agent, a laboratory assistant always attached to the container a description of its method of use. The assistant also attached a list of the surfaces, apparatus, utensils and machines that could be safely treated with that chemical agent as outlined in the company's quality manual. This practice reduced the likelihood of misuse of the chemical, wastage, damage to equipment and inadequate cleaning and sanitation. **Biomedical and environmental** Laboratory assistants and technical officers routinely examine fluids for micro-organisms using a microscope. They examine fluids, such as urine, seawater, chlorinated pool water, water from catchment areas and bottled water. To maintain microscopes in working order, they

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	thoroughly clean the stage, oculars and each objective after use and sometimes between samples. The 100X objective requires particular care since this is the oil immersion objective. The oil is slightly acidic and will slowly corrode the objective if it is not cleaned thoroughly and regularly. After using the 100X objective they also take care not to drag the other objectives through the oil. **Food processing** A laboratory assistant regularly uses standard pH solutions to calibrate the laboratory's pH meters. The assistant is aware from the label that the shelf life of these solutions after opening is two months and records the opening and disposal dates on the container. The assistant is also aware that the shelf life of unopened buffer solutions is twelve months from the date of manufacture and monitors this by noting the production date on the bottle. Requests for stock replacement take into account the normal rate of use of these buffer solutions so that unopened bottles have not reached their expiry date before use.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used
Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include: • Australian and international standards such as: • AS 1678 Emergency procedure guide - Transport

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RANGE STATEMENT	
	• AS 1940-2004 Storage and handling of flammable and combustible liquids • AS 2252 Biological safety cabinets • AS 3780-2008 The storage and handling of corrosive substances • AS 4332-2004 The storage and handling of gases in cylinders • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories • AS/NZS 1269 Set:2005 Occupational noise management set • AS/NZS 1337 Eye protection • AS/NZS 2161 Set:2008 Occupational protective gloves set • AS/NZS 2210:1994 Occupational protective footwear • AS/NZS 2243 Set:2006 Safety in laboratories set • AS/NZS 2243.8:2006 Safety in laboratories - Fume cupboards • AS/NZS 2865 Set:2005 Safe working in a confined space set • AS/NZS 2982.1:1997 Laboratory design and construction - General requirements • AS/NZS 4187:2003 Cleaning, disinfecting and sterilising reusable medical and surgical instruments and equipment, and maintenance of associated environments in health care facilities • AS/NZS 4452:1997 The storage and handling of toxic substances • AS/NZS 4501 Set:2008 Occupational clothing set • AS/NZS ISO 14000 Set:2005 Environmental management standards set • animal welfare legislation and codes of practice • Australian code of good manufacturing practice for medicinal products (GMP) • Australian Dangerous Goods Code • Australian Quarantine and Inspection Service (AQIS) Export Control (Orders) Regulations

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RANGE STATEMENT	
	1982 • Australian Quarantine and Inspection Service (AQIS) Import Guidelines • Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) Codes of Practice • enterprise or standard operating procedures (SOPs) • equipment manuals and warranties, supplier catalogues and handbooks • gene technology regulations • guide to physical containment levels and facility types • HB 9-1994 Occupational personal protection • material safety data sheets (MSDS) • National Code of Practice for the labelling of workplace substances (NOHSC:2012 (1994)) • national environment protection measures • National Health and Medical Research Council (NHMRC) Guidelines • national measurement regulations and guidelines • occupational health and safety (OHS) national standards and codes of practice • principles of good laboratory practice (GLP) • Therapeutic Goods Regulations 1009
Equipment, **material procedures and facilities**	Equipment, material procedures and facilities may include: • animal cages • autoclaves • balances • blenders, centrifuges and separating equipment • brushes • cell counters and staining machines • colorimeters/spectrometers and polarimeters • compaction rammers and soil classification equipment • conductivity meters and pH meters • dishwashers, refrigerators, freezers, ovens, microwave ovens, incubators and water baths • disintegration apparatus, thermometers and incubators

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RANGE STATEMENT	
	• fume hoods, biohazard containers and biological safety cabinets • gas cylinders • glassware, plastic ware; glass, plastic and quartz cuvettes • hotplates, mantles, burners and muffle furnaces • instrument chart recorders, penetrometers, force measuring equipment and tensiometers • light and fluorescence microscopes • melting point apparatus, viscometers and hardness testing equipment • microtomes and tissue processors • mixing and separating equipment such as centrifuges, rifflers and splitters and mixers • noise meters and blasting meters • optical microscopes • pipettes, burettes and volumetric glassware • shovels, scoops, plates, rods, cylinder moulds and buckets • steel ruler/tapes and spirit levels • thermometers, thermohygrographs, instrument chart recorders, hydrometers, pH meters and ion-selective electrodes • ultrasonic cleaners • vehicles
Typical materials	Typical materials may include: • consumable items, such as syringes, pipette tips, weigh boats • disposable clothing and personal protective equipment • distilled water, reagents, chemicals, disinfectants, detergents, agar media and plates • equipment spares, such as fuses, bulbs and batteries • oils/lubricants, fuels, industrial gases and cryogenics, such as dry ice and liquid nitrogen • paper and stationery • reference samples and standards
Maintenance	Maintenance may include: • checking serviceability before storage • cleaning

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RANGE STATEMENT	
	• prevention of contamination • storing
Cleaning requirements	Cleaning requirements may include: • decontamination and/or disinfection • hygiene monitoring • minimising environmental impacts • operation of automatic cleaning apparatus, such as pipette washer, ultrasonic cleaners and dishwashers • sterilisation and disposal of wastes using boiling, high pressure air or steam, microwaves, chemicals, gas, filtration, ultraviolet radiation and autoclaving • use of specialised techniques, such as chromic acid baths and soaking in hypochlorite
Preparation areas	Preparation areas may include: • benches • fume cupboards • sheds • sinks
Agents for cleaning	Agents for cleaning may include: • cleaning solutions • decontaminants • organic solvents
Spillages	Spillages may include: • chemicals • radioactive materials • biologically active materials
Wastes	Wastes may include: • broken glass • batteries • disposable personal protective equipment • excess test samples • micro-organisms • plastic and metals • sharps • solvents • spent reagents

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RANGE STATEMENT	
	• spent samples and test pieces • used containers, boxes, bags and palettes
Stock records	Stock records may include: • calibration and maintenance history • data sheets • handbooks, warranty documents, catalogues, manuals and MSDS • records of usage, loans and breakages
Communication	Communication could involve other people, such as: • laboratory, production, administration and cleaning staff • internal/external contractors • emergency personnel
Maintenance issues	Maintenance issues could involve: • checking materials and equipment are fit for purpose • equipment malfunction • hygiene issues • potential hazards, incidents and emergencies • recycling and waste disposal • spillages, leakages, breakages and contamination • stock requirements and shortages
Hazards	Hazards may include: • aerosols from broken centrifuge tubes and pipetting • chemicals, such as acids, heavy metals, pesticides and hydrocarbons • crushing, entanglement and cuts associated with moving machinery or falling objects • cryogenics, such as dry ice and liquid nitrogen • electric shock • fluids under pressure, such as steam and industrial gas cylinders • manual handling, working at heights and working in confined spaces • microbiological organisms and agents associated with soil, air, water, blood and blood

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RANGE STATEMENT	
	products, and human or animal tissue and fluids • occupational overuse syndrome, slips, trips and falls • pedestrian and vehicular traffic • sharps, broken glassware and hand tools • solar radiation, dust and noise • sources of ignition, flammable liquids and gases
Established safe work practices	Established safe work practices may include: • applying containment procedures through the use of appropriate equipment, such as biohazard containers, laminar flow cabinets, Class I, II and III biohazard cabinets and Class PCII, PCIII, and PCIV physical containment facilities • ensuring access to service shut-off points • following established manual handling procedures for tasks involving manual handling • handling and storage of all hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions • identifying and reporting operating problems or equipment malfunctions • labelling of samples, reagents, aliquoted samples and hazardous materials • recognising and observing hazard warnings and safety signs • reporting to appropriate personnel of abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/waste water, gases, smoke, vapour, fumes, odour and particulates • use of MSDS • use of personal protective equipment, such as hard hats, hearing protection, gloves, safety glasses, goggles, face guards, coveralls, gown, body suits, respirators and safety boots
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through

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RANGE STATEMENT	
	state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Maintenance

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSL973001A Perform basic tests

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to perform tests and measurements using standard methods with access to readily available advice from supervisors.

Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory/field assistants working in all industry sectors. In general, they do not calibrate equipment and make only limited adjustments to the controls. They do not interpret or analyse results or troubleshoot equipment problems. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret test requirements	1.1. Review test request to identify samples to be tested, test method and equipment involved 1.2. Identify hazards and enterprise controls associated with the sample, preparation methods, reagents and/or equipment
2. Prepare sample	2.1. Record sample description, compare with specification, record and report discrepancies 2.2. Prepare sample in accordance with appropriate standard methods
3. Check equipment before use	3.1. Set up test equipment in accordance with test method 3.2. Perform pre-use and safety checks in accordance with enterprise procedures and manufacturer's instructions 3.3. Identify faulty or unsafe equipment and report to appropriate personnel 3.4. Check calibration status of equipment and report any out of calibration items to appropriate personnel
4. Perform tests on samples	4.1. Identify, prepare and weigh or measure sample and standards to be tested

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ELEMENT	PERFORMANCE CRITERIA
	4.2. Conduct tests in accordance with enterprise procedures 4.3. Record data in accordance with enterprise procedures 4.4. Perform calculations on data as required 4.5. Identify and report out of specification or atypical results promptly to appropriate personnel 4.6. Shut down equipment in accordance with operating procedures
5. Maintain a safe work environment	5.1. Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel 5.2. Minimise the generation of wastes and environmental impacts 5.3. Ensure safe disposal of laboratory and hazardous wastes 5.4. Clean, care for and store equipment and reagents as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- interpreting enterprise procedure or standard methods accurately
- using safety information, such as material safety data sheets (MSDS) and performing procedures safely
- checking test equipment before use
- completing all tests within required timeline without sacrificing safety, accuracy or quality
- calculating, recording and presenting results accurately and legibly
- maintaining security, integrity and traceability of all samples, data/results and documentation
- cleaning and maintaining equipment

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge includes: • concepts of metrology • the international system of units (SI) • purpose of test • principles of the standard method • pre-use equipment checks • relevant standards/specifications and their interpretation • sources of uncertainty in measurement and methods for control • enterprise and/or legal traceability requirements • interpretation and recording of test result, including simple calculations • procedures for recognition/reporting of unexpected or unusual results • relevant health, safety and environment requirements

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors should ensure that candidates can: • accurately interpret enterprise procedures or standard methods • complete all tests within the required timeline without sacrificing safety, accuracy or quality • demonstrate close attention to the accuracy and precision of measurements and the data obtained • maintain the security, integrity and traceability of all samples, data/results and documentation.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • *MSL922001A Record and present data*. Resources may include: • standard laboratory equipped with appropriate

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EVIDENCE GUIDE	
	equipment standards and materials • enterprise procedures and standard methods, and equipment manuals • MSDS.
Method of assessment	The following assessment methods are suggested: • review of the quality of test data/results achieved by the candidate over time • inspection of records and workplace documentation completed by the candidate • feedback from peers and supervisors • observation of the candidate performing a range of basic tests • oral or written questioning to check underpinning knowledge of test procedures. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. The language, literacy and numeracy demands of assessment should not be greater than those required to undertake the unit of competency in a work like environment.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. **Manufacturing** Standard testing methods may be viewed as legal requirements that must be followed to ensure that a product manufactured in a chemical plant meets the specification by which it is sold to the customer. Technical assistants perform tests in a quality control laboratory to ensure that material meets legal requirements and the material is safe and effective in use. Peroxides may be present in ether as a result of

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EVIDENCE GUIDE	
	light-catalysed air oxidation. Peroxides are toxic and can give rise to mixtures which are explosive when distilled. Technical assistants test ether to ensure that the level of peroxide is within acceptable limits. The test is done by shaking ether with a solution of potassium iodide. After standing for 30 minutes in the dark the yellow colour of the aqueous phase, due to the liberation of iodine, must not be more intense than a prepared standard solution. These tests ensure the quality and safety of the ether. **Food processing** A snack food company produces a range of high quality, impulse purchase snack foods. Some of these products are moisture and/or oxygen sensitive and are therefore packaged in multi-layer flexible packaging to provide optimum shelflife. The packaging must also be able to withstand the rigours of the production and distribution process. While the packaging is purchased to meet the shelflife and distribution specifications, the quality assurance program requires the periodic evaluation of the packaging materials against these specifications. A laboratory assistant uses standard methods to test the tearing resistance, bursting strength, impact resistance and permeability and/or leakage of the snack food packaging. Tests are also conducted on aspects of the manufacturing process that can affect shelflife. These tests involve the measuring of the heat-seam strength and the sealing performance of the closure process. The test results are recorded by the laboratory assistant to verify the conformance of the materials to the supplier specifications and of the process to the manufacturing specifications. The assistant reports any anomalies or non-conformances to the appropriate personnel. **Construction materials testing** A technician performs an Aggregate Stripping Test (AS 1141.50) and enters the results in the laboratory's information management system (LIMS). The resulting 20-30% stripped values (i.e. 70-80% adhering) indicate a 'fail' result. The technician notes that he has repeated the test and obtained the same 'fail' result. The laboratory manager reviews the results and asks the technician to explain how he performed the test. He describes how he prepared 3-4 mm thick plates of bitumen and binding agent in the mould and then placed 50 small clean pieces of aggregate on top. After treatment in an oven for 24

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EVIDENCE GUIDE	
	hours and a 50°C water bath in accordance with the test method, the technician had then carefully pulled out the pieces of aggregate and avoiding any twisting motion. He then estimated the % of bitumen adhering to each of the stones with the expectation that the stripped value would be about 5% (i.e. 95% adhering). The manager is satisfied that the technician has performed the test in accordance with the method and suggested that he now re-run the test with a known aggregate as a control. This test gives a stripped value of 5-7% (i.e. 93-95% adhering). The manager is now sufficiently confident of the laboratory's results to sign and issue the test report and explain the aggregate's 'test failure' to the client.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Codes of practice	Where reference is made to industry codes of practice, and/or Australian/international standards, it is expected the latest version will be used

Standards, **codes**, **procedures and/or enterprise requirements**	Standards, codes, procedures and/or enterprise requirements may include:
	• Australian and international standards, such as:
	  • AS ISO 1000-1998 The international system of units (SI) and its application
	  • AS ISO 17025-2005 General requirements for the competence of testing and calibration laboratories
	  • AS/NZS 2243 Set:2006 Safety in laboratories set
	• Australian code of good manufacturing practice for medicinal products (GMP)
	• calibration and maintenance schedules

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RANGE STATEMENT	
	• enterprise recording and reporting procedures • equipment manuals • equipment startup, operation and shutdown procedures • MSDS and safety procedures • material, production and product specifications • national measurement regulations and guidelines • principles of good laboratory practice (GLP) • production and laboratory schedules • quality manuals • standard operating procedures (SOPs)
Concepts of metrology	Concepts of metrology may include: • that all measurements are estimates • measurements belong to a population of measurements of the measured parameters • repeatability • precision • accuracy • significant figures • sources of error • uncertainty • traceability
Preparation of samples	Preparation of samples may include: • sub-sampling or splitting using procedures, such as riffling, coning and quartering, manual and mechanical splitters • diluting samples • physical treatments, such as ashing, dissolving, filtration, sieving, centrifugation and comminution • moulding, casting or cutting specimens
Typical tests carried out by laboratory/field assistants	Typical tests carried out by laboratory/field assistants may include: • visual/optical tests of appearance, colour, texture, identity, turbidity, refractive index (alcohol content and Baume/Brix) • physical tests: • density, specific gravity and compacted

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RANGE STATEMENT	
	density • moisture content and water activity • particle size, particle shape and size distribution • chemical tests: • gravimetric • colorimetric • electrical conductivity (EC) and pH • specific ions using dipsticks and kits • nutrients (e.g. nitrates and orthophosphates) using basic kits • ashes, including sulphated ashes • biological/environmental tests: • pH, oxygen reduction potential (ORP), dissolved oxygen (DO) and (EC) • E coli using test kits • surface hygiene/presence of microbes • packaging tests: • tearing resistance, bursting strength and impact resistance • permeability and/or leakage • mechanical tests: • Emerson class • concrete slump
Measurements	Measurements may include: • simple ground surveys • meteorological parameters, such as wind direction/strength, rainfall, maximum/minimum temperature, humidity and solar radiation • simple background radiation survey • production/process parameters, such as temperature, flow and pressure • gas levels in a confined space
Common measuring equipment	Common measuring equipment may include: • dimension apparatus • DO and EC • analogue and digital meters and charts/recorders

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RANGE STATEMENT	
	• basic chemical and biological test kits • dipsticks and site test kits (e.g. HACK) • timing devices • temperature measuring devices, such as thermometers and thermocouples
Hazards	Hazards may include: • electric shock • biohazards, such as microbiological organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids • solar radiation, dust and noise • chemicals, such as sulphuric acid, fluorides and hydrocarbons • aerosols • sharps, broken glassware and hand tools • flammable liquids • dry ice and liquid nitrogen • fluids under pressure • sources of ignition • occupational overuse syndrome, slips, trips and falls • manual handling, working at heights and working in confined spaces • crushing, entanglement and cuts associated with moving machinery or falling objects
Enterprise controls to address hazards	Enterprise controls to address hazards may include: • use of MSDS • use of signage, barriers and service isolation tags • use of personal protective equipment, such as hard hats, hearing protection, sunscreen lotion, gloves, safety glasses, goggles, face guards, coveralls, gowns, body suits, respirators and safety boots • use of appropriate equipment, such as biohazard containers and cabinets and laminar flow cabinets • recognising and observing hazard warnings and safety signs

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RANGE STATEMENT	
	• labelling of samples, reagents, aliquoted samples and hazardous materials • handling and storage of all hazardous materials and equipment in accordance with labelling, MSDS and manufacturer's instructions, and enterprise procedures and regulations • cleaning and decontaminating equipment and work areas regularly using recommended procedures • following established manual handling procedures for tasks involving manual handling
Minimising environmental impacts	Minimising environmental impacts may involve: • recycling of non-hazardous waste, such as chemicals, batteries, plastic, metals and glass • appropriate disposal of hazardous waste • correct disposal of excess sample/test material • correct storage and handling of hazardous chemicals
Occupational health and safety (OHS) and environmental management requirements	OHS and environmental management requirements: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or federal legislation - these requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health

Unit Sector(s)

Unit sector	Testing

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSS402001A Apply competitive systems and practices

Modification History

New unit, superceding MSACMS200A Apply competitive manufacturing practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to implement basic improvement practices within an organisation using competitive systems and practices. The unit focuses on bringing together the basic concepts and the holistic application of these basic concepts and processes to operations. It would typically be carried out working as part of a team.

Application of the Unit

This unit applies to an individual in an organisation that has embarked on competitive systems and practices. The unit covers the skills and knowledge required to contribute to the competitive systems and practices processes and assumes that they are to be used within the scope of the individual's job and authority.

This unit requires the application of skills associated with planning and organising an individual's own role within the competitive systems and practices framework.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify own place in the value chain	1.1	Identify customers relevant to own work and their needs/requirements
		1.2	Identify suppliers for own work
		1.3	Identify value contributions along the chain
		1.4	Identify and recommend methods of increasing own contribution to the value chain
2	Improve the product and process value	2.1	Identify customer features/benefits in the product and process
		2.2	Identify aspects of product and process which contribute to customer features/benefits
		2.3	Identify aspects of product and process which do not contribute to customer benefits/features
		2.4	Recommend methods of reducing waste and increasing features/benefits
3	Use competitive systems and practices	3.1	Identify competitive systems and practices used in organisation and own work area
		3.2	Apply practices appropriate for the job or process
		3.3	Monitor the job/process and make adjustments to improve it in accordance with procedures
		3.4	Identify own skill requirements and seek skill development, if required

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify scope of competitive systems and practices implementation and contributing suggestions for improvement
- visualising normal operational procedures in terms of flow and contribution to customer outcomes
- planning own tasks to support competitive systems and practices implementation
- implementing competitive systems and practices in own work area according to instructions
- identifying waste (muda)

Required knowledge

Required knowledge includes:

- internal and external customers and the value they derive from operations
- suppliers, their capabilities and contribution to value (this may be obtained from an existing value stream map or other enterprise documentation)
- waste (muda)
- relevant competitive systems and practices for own job and how to apply them
- factors impacting on product, operations and waste, particularly those wholly or partially under their control (and how to control them)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	A person being assessed against this unit will work effectively in a competitive systems and practices environment, making continual positive contributions to the improvement of the business within the scope of their job.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope of competitive systems and

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	practices implemented in their work area • identify services and/or functions supplied by suppliers and to customers • identify own tasks and responsibilities and relate them to organisation and customer requirements • identify aspects of products and process which add to or detract from customer benefit • contribute suggestions for improvement.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads, and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.

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Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control And Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted

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	so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Customers	Customers may include: • internal or external customers and should be sufficiently close to the individual's work as to be easily identifiable • final customers used as the basis for the identification of value and waste The individual does not need to interface directly with the external customer, but should be provided with sufficient information to enable them to identify customer benefits and customer features
Suppliers	Suppliers may be: • internal or external suppliers and should be sufficiently close to the individual's work as to be easily identifiable The operator does not need to interface directly with external suppliers, but should be provided with sufficient information to enable them to identify supplier contribution to their own work and to customer benefit
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the organisation • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations Procedures may be: • written, verbal, computer-based or in some other format

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Unit Sector(s)

Unit sector	Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402010A Manage the impact of change on own work

Modification History

New unit, superseding MSACMC210A Manage the impact of change on own work - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an employee to effectively manage the changes in their own work resulting from their organisation's implementation of competitive systems and practices.

Application of the Unit

This unit applies to an employee in an organisation implementing competitive systems and practices that affect the employee's own work. The unit includes the skills required to positively participate in ongoing and continuous change as it affects their work. The employee will be expected to deal with these changes as part of a team and to give feedback from their own perspective.

This unit requires the application of skills associated with problem solving, planning and organising and self-management for assessing and managing the impact of change on own work. This unit also requires the ability to seek information and feedback from team members on the impact of changes and suggested improvements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

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performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Examine the impact of change on own work practices	1.1	Identify competitive systems and practices relevant to changes in own work
		1.2	Examine changes to work flow
		1.3	Examine changes to equipment/process/physical environment
		1.4	Examine changes to work relationship with team members and other teams
		1.5	Examine changes to data collection needs
		1.6	Examine changed work for impacts on health, safety and environment (HSE)
		1.7	Examine changes to quality requirements
		1.8	Identify any additional individual skill needs
		1.9	Identify other areas requiring assistance
2	Implement change	2.1	Review changes which may have an adverse impact with team leader
		2.2	Adopt changes to individual work practice
		2.3	Seek assistance in gathering/processing data, as required
		2.4	Implement the data collection/processing and take actions on resulting information in accordance with procedures
		2.5	Seek assistance/training to meet needs caused by change
3	Implement continuous	3.1	Critically examine all changes
		3.2	Identify impacts of changes both up and down the

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improvement		immediate value stream
	3.3	Identify areas for improvement
	3.4	Make recommendations for improvement in accordance with procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying the competitive systems and practices being implemented in the organisation that are relevant to own work, including, if implemented:
  - Just in Time (JIT) and kanban systems
  - preventative maintenance
  - 5S housekeeping
  - continuous improvement processes (e.g. kaizen)
  - waste (muda) elimination
  - formal problem solving procedures (e.g. root cause analysis (RCA))
- analysing own work procedures
- communicating with others in work area, team leaders and other employees relevant to changes in own work
- solving problems relevant to changes in own work
- identifying sources of assistance in organisation if difficulty is experienced with changes
- interpreting relevant procedures and instructions
- working as part of a team

Required knowledge

Required knowledge includes:

- features of common competitive systems and practices sufficient for identification, including:
  - JIT and kanban systems
  - preventative maintenance
  - 5S housekeeping
  - continuous improvement processes (e.g. kaizen)

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  - waste (muda) elimination
  - formal problem solving procedures (e.g. RCA)
- current processes and principles of operation
- sources of data on the process/plant and possible applications to information
- methods of determining own skill needs and developing skills, if required
- HSE principles as relevant to own job
- change implementation contacts and procedures relevant to work area
- employee assistance mechanisms in the organisation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the competitive systems and practices used in their own work • identify changes to their own work flowing from the implementation of the relevant competitive systems and practices • implement changes • know when and how to seek assistance with work changes • make suggestions for improvements.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to

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	contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on. • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems such as Systems Control and Data Acquisition (SCADA)

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	software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Managing impact of change	Managing impact of change may include: • elements being undertaken individually or as part of a team • seeking assistance from team leaders for areas outside the employee's range of responsibility and authority
Procedures	Procedures may include: • all work instructions • standard operating procedures • formulas/recipes • batch sheet • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing

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	practice (GMP) and responsible care) and government regulations Procedures may be: • written, verbal, computer-based or in some other format
Gathering and monitoring performance data	The gathering and monitoring of performance data may be: • undertaken manually by individual employees through charts, tally sheets or keypad/board entry • collected automatically through software, such as SCADA software, ERP systems, MRP and proprietary systems
Continuous improvement	Continuous improvement in competitive systems and practices (often referred to as kaizen) includes: • the continual evaluation and improvement of all process in terms of time required, resources used, resultant quality, and other aspects relevant to the process
Value stream	The value stream begins with the customer and includes all actions (both value adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

Unit Sector(s)

Unit sector Competitive systems and practices

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Custom Content Section

Not applicable.

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MSS402021A Apply Just in Time procedures

Modification History

New unit, superseding MSACMT221A Apply Just in Time (JIT) procedures - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to work in an organisation implementing Just in Time (JIT) procedures.

Application of the Unit

This unit applies to an individual working in an organisation following JIT who will need to follow procedures which are specific to JIT, such as the controlled flow of material (e.g. the use of kanban and elimination of waste). This will involve the individual in the application of the pull system to their job and the authorisation of product/material flows in accordance with procedures and their level of authority.

This unit requires the application of skills associated with planning and organising and self-management to deliver product on demand using necessary tools, equipment and processes to meet production requirements. The unit also requires an ability to recognise and act on problems that may interfere with meeting production demands.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Respond to indicator of demand	1.1	Identify pull of product through work role
		1.2	Recognise indicator of flow authorisation
		1.3	Identify production or service required
2	Make products or deliver service to demand	2.1	Make product or deliver service as required by ticket
		2.2	Identify any factors likely to prevent demand being satisfied in own work or work of the team
		2.3	Take action in accordance with procedures
3	Update demand information as required	3.1	Record information on ticket to procedures, as required
		3.2	Facilitate operation of flow authorisation as part of work
4	Recommend improvements	4.1	Examine the operation of the JIT system as it relates to own work
		4.2	Identify areas for improvement
		4.3	Identify any additional personal skill requirements to implement JIT procedures
		4.4	Recommend improvements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

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- receiving ticket, kanban, order or other indicator of demand and interpreting correctly for own work function, including quantity, quality, time and delivery requirements
- ensuring that all production and movement of parts/material or delivery of a service for which the individual is responsible for takes place only as required by a downstream operation
- recognising and taking appropriate action on faults and other issues that may threaten the JIT delivery of own product or service
- reading and recording information on tickets or other indicators of demand
- suggest improvements to JIT system, as appropriate
- performing technical functions to meet indicators of demand from downstream and to issue indicators of demand upstream

Required knowledge

Required knowledge includes:

- relevant indicator of demands for own job
- own role in flow authorisation
- JIT methods relevant to job
- procedures for recommending improvements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the indicators of demand and the flow authorisation system in their work area • relate products and services supplied by suppliers and customers to the flow authorisation system • identify own tasks and responsibilities and relate them to the flow authorisation system • interpret received indicators of demand correctly for quantity, quality and time of delivery • contribute suggestions for improvement.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.

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	Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using some combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

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environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
JIT	JIT is a scheduling concept that calls for any item or service needed for an operation, whether a service, raw material, finished item, or anything in between to be available:

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	• precisely when the service, product or operation is to be produced or undertaken • in the right quantity and at the right quality
Product	Product may include: • a physical product • a supporting utility service, such as water, gas, power • some other service (e.g. cranes and forklifts)
Flow authorisation	Flow authorisation refers to: • a system which authorises the worker to make a product without reference to another authority
Indicator of demand	An indicator of demand may include: • kanban bin, ticket or similar • some other indicator of demand pull which authorises production or movement of an item (in some plants, this may also include authorisation using SCADA software) In continuous operations organisations, production is measured in terms of production rate (e.g. kg/h, tonne/day) and rate is increased/decreased according to the flow authorisation which may be a kanban (e.g. ticket, order from a supplier) or may be a SCADA signal from a remote facility (e.g. customer tank) saying that resupply is required or similar
Ticket	A ticket may include: • kanban or some other record, paper or electronic, which constitutes the whole or part of the flow authorising system (where kanban bins are used, there may be no other record)
Kanban	Kanban refers to: • a card or sheet used to authorise production or movement of an item and may vary in format or content between organisations and departments
SCADA	SCADA refers to: • a number of systems which automatically collect critical process data, perform required mathematical manipulations on it and then make control decisions and/or give required information to personnel for action
Pull system	A pull system refers to:

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	• an operations planning system based on making on demand, as opposed to a push system based on making for stock using a sales forecast
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes, batch sheets, temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) and government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402030A Apply cost factors to work practices

Modification History

New unit, superseding MSACMT230A Apply cost factors to work practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an individual to identify cost components in their work and to be able to determine, in general terms, the cost impacts of alternative actions.

Application of the Unit

This unit applies to an individual who is required to contribute to, and be involved in, the assessment of cost factors in their work. This may be done individually or in a team environment.

The unit covers the skills to be able to assess the relative costs of the alternatives and use this as one of the key factors in making decisions. Decisions are made within the scope of the employee's authority and according to procedures. Typical decisions include those that contribute to the efficient organisation of own work and the improvement of production time and cycle times.

This unit requires the application of skills associated with problem solving to identify cost factors and cost implications of own work and self-management to apply cost-effective practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify the major cost components of product or process in own work area	1.1	Identify cost components in the product or process in own work area
		1.2	Recognise the impact of current or alternative actions on costs
2	Identify constraints to cost-efficiency	2.1	Identify required production/process rate and major costs
		2.2	Identify costs factors under individual or team control
		2.3	Relate identified costs factors to impact on overall cost of production/process
		2.4	Identify cost factors that are a constraint to cost-efficiency in own work area
3	Apply cost-efficient work practices	3.1	Identify and explain to relevant people the implications of possible actions/changes to improve cost-efficiency in simple financial terms
		3.2	Identify non-financial implications of proposed changes in discussion with relevant people
		3.3	Select actions which minimise overall costs
		3.4	Monitor actions to ensure cost-efficiency in own work area is maintained

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify cost factors and contribute suggestions for improvement
- visualising normal operational procedures in terms of flow
- distinguishing between fixed and variable costs
- identifying fixed and variable cost components relevant to own work, including where applicable:
  - power/energy
  - materials, plant and equipment
  - production or process time, including impact on salary and wages
  - office expenses
  - government taxes and charges

Required knowledge

Required knowledge includes:

- cost components of products made
- costs concepts, such as expense and income
- major cost contributors to product (e.g. energy)
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope of their own and their teams work and relate it to the overall flow of work in the organisation • express cost factors in specific terms (e.g. cost per

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	item, process and task) and not just in a general manner • identify and express costs factors in simple financial terms • use cost factors to select lower cost alternatives when making decisions.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and

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	literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems

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	and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Cost components	Cost components include: • fixed and variable costs, such as power/energy, materials, plant and equipment, production or process time, including impact on salary and wages • office expenses, such as telephone • government taxes and charges
Process	Process may include: • a production, maintenance, logistics, office or other support process in an organisation
Overall cost	Overall cost may include: • the assessment of negative and positive financial implications • negative long-term issues, such as occupational health and safety (OHS), environmental and regulatory issues

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402031A Interpret product costs in terms of customer requirements

Modification History

New unit, superseding MSACMT231A Interpret product costs in terms of customer requirements - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an individual to be able to identify the major cost components of either products or processes, the basic relationship of these to customer benefit, and use this to help minimise waste (defined as anything not delivering value as defined by the customer). It has a different focus to MSS402030A Apply cost factors to work practices, which focuses on costs in isolation, whereas this unit regards all costs not directly leading to customer benefit as waste.

Application of the Unit

This unit applies to an individual who uses their understanding of the customer's requirements of the product or process being undertaken as the basis for investigating work processes to identify waste sources and then takes action relevant to their level of competency and authority to reduce this waste. It requires an understanding of both the cost factors in the products they make and also the benefits which the customer derives from the product.

This competency may be performed individually or in a team-based environment.

This unit requires the application of skills associated with analysis and problem solving to identify waste and determine ways to minimise waste. This unit requires initiative and enterprise and application of learning in concepts of waste and waste minimisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify cost components deriving from customer benefit and other costs	1.1	Identify customer features/benefits in product or process being undertaken
		1.2	Identify cost components which deliver customer features/benefits and those which do not
2	Compare required performance of product or process steps with actual performance	2.1	Identify performance required to meet customer needs in own work and that of team
		2.2	Identify actual performance
		2.3	Compare cost components of products or process with current customer-related targets
		2.4	Separate costs components into those that contribute to customer features/benefits and those that do not
		2.5	Determine non-contributing cost components which are under control of the individual or team
3	Minimise waste	3.1	Recommend changes to eliminate or reduce waste
		3.2	Adopt changes which minimises waste
		3.3	Monitor effect of changes to ensure gains are made against customer features/benefits

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying customer benefit in own work and that of the individual's team
- identifying financial and other performance indicators for own work and of team, including where appropriate, takt time
- communicating with others to clarify cost factors and contribute suggestions for improvement
- visualising normal operational procedures in terms of flow
- distinguishing between fixed and variable costs
- classifying fixed and variable cost components in terms of relevancy to customer benefit, including where applicable:
  - power/energy
  - materials, plant and equipment
  - production or process time, including impact on salary and wages
  - required and unnecessary downtime
  - office expenses
  - government taxes and charges

Required knowledge

Required knowledge includes:

- value as defined by the customer and the relevancy to own and team's work
- ability to access company information about:
  - customer features/benefits
  - cost components of products made
  - costs concepts, such as expense and income
  - major cost contributors to product (e.g. energy)
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify customer benefit from own and team's work • express cost factors (financial and other factors) in specific terms (e.g. cost per item, process and task), and not just in a general manner • identify and express costs factors in simple financial terms • contribute suggestions for improvement to minimise waste and overall costs.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.

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	Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just In Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving

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	• run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Customer features/benefits	Customer features/benefits include: • characteristics of the product or service which add value to the customer, this value may be assessed in financial or features terms The customer may be: • internal or external
Performance	Performance may include: • the rate of output of the plant compared to the rate required to meet demand • takt, where takt time is the allowable time to produce one product at the rate and quality customers are demanding it (this is NOT the same as cycle time, which is the normal time to complete an operation on a product – which should be less than or equal to takt time)
Customer-related targets	Customer-related targets include: • internally set financial and operational targets that contribute to meeting customer features/benefits
Contributing and non-contributing cost components	Contributing costs include: • costs that make a direct contribution to customer features/benefits. These costs continue to need to be incurred (although they may be minimised) in order to gain the customer feature/benefit Non-contributing costs include: • other costs that do not contribute to customer features/benefits. These may be costs that must be maintained, such as regulatory compliance and occupational health and safety (OHS) costs and other costs which are not required and do not contribute to customer features and so should be eliminated if possible (this is also defined in terms of ***waste*** – see

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	below)
Waste	Waste (also known as muda in the Toyota Production System and its derivatives) includes: • any activity which does not contribute to customer or organisation benefit/features in the product Categories of waste include: • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items Waste for this unit may include activities which do not yield any benefit to the organisation or any benefit to the organisations customers

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402040A Apply 5S procedures

Modification History

New unit, superseding MSACMT240A Apply 5S procedures in a manufacturing environment - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an employee to apply 5S procedures to their own job and work area. The unit assumes the employee has a particular job and an allocated work area and that processes in the work area are known by the individual.

Application of the Unit

This unit applies to an individual in an organisation who works in an operational position as part of production, maintenance, logistics, and so on. The unit can also apply to individuals in other organisations who have a discrete role and responsibility for individually managed processes. For employees in an office, the specific office-related unit *MSS402041A Apply 5S* in an office should be selected.

This unit applies where an organisation has decided to embark on a competitive systems and practices strategy and as part of this has adopted the philosophy of 5S as one of the tools to improve performance. The employee needs to apply 5S to their job and work area and maintain the housekeeping and other standards set by 5S.

This unit requires the application of skills associated with planning and organising, problem solving and self-management, in order to identify and implement 5S housekeeping practices.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Sort needed items from unneeded	1.1	Identify all items in the work area
		1.2	Sort items to achieve deliverables and value expected by downstream and final customers
		1.3	Sort items required for regulatory or other required purposes
		1.4	Place any non-essential item in a appropriate place other than the workplace
		1.5	Regularly check that only essential items are in the work area
2	Set the workplace in order	2.1	Identify the best location for each essential item
		2.2	Place each essential item in its assigned location
		2.3	After use immediately return each essential item to its assigned location
		2.4	Regularly check that each essential item is in its assigned location
3	Shine the work area	3.1	Keep the work area clean and tidy at all times
		3.2	Conduct regular housekeeping activities during shift
		3.3	Ensure the work area is neat, clean and tidy at both beginning and end of shift

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4	Standardise activities	4.1	Follow procedures
		4.2	Follow checklists for activities, where available
		4.3	Keep the work area to specified standard
5	Sustain the 5S system	5.1	Clean up after completion of job and before commencing next job or end of shift
		5.2	Identify situations where compliance to standards is unlikely and take actions specified in procedures
		5.3	Inspect work area regularly for compliance to specified standard
		5.4	Recommend improvements to lift the level of compliance in the workplace

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify issues during 5S implementation, communicate results and contribute suggestions for improvement
- visualising operations in terms of flow and contribution to customer outcomes
- planning own tasks in implementation of 5S
- implementing 5S in own work area according to instructions
- identifying waste (muda)
- prioritising activities and items
- reading and interpreting documents describing procedures
- recording activities and results against templates and other prescribed formats
- working with others
- solving problems

Required knowledge

Required knowledge includes:

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- operations and processes relevant to own job
- meaning and application of 5S steps to own job and work area
- principles of efficient workplace organisation
- purposes of 5S
- methods of making/recommending improvements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify own tasks and responsibilities and relate them to organisation and customer requirements • identify and explain the stages of 5S • implement 5S in own work area • identify waste (muda) in the work area.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects

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	• suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems

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	• supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
5S	5S is a system of work organisation originally developed in Japan based around housekeeping principles. A close translation of the five stages in the housekeeping approach is: • sort • set in order • shine • standardise • sustain
Sort	Sort involves keeping only what is absolutely necessary for the processes in the work area. Sort includes: • clearing the work area of all non-essential equipment and materials Non-essential items are those not required to either produce product, conduct process or operations, or make required adjustments to equipment during process or operations
Set in order	Set in order includes: • assigning required equipment and materials appropriate locations in the work area

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Shine	Shine includes: • keeping the work area clean at all times. This should be carried out to a regular daily schedule against allowed time and, on most occasions, at the end of a job
Standardise	Standardising includes: • activities that help maintain the order and the housekeeping standards • using procedures and checklists developed from a procedure

Sustain	Sustain includes:
	• making sure that daily activities are completed every day regardless of circumstance
	• cleaning up after a job
	• undertaking inspections, including:
	  • informal inspections carried out often, at least weekly
	  • formal inspections carried out at least monthly
	• generating continuous improvement actions from daily activities
	• following up specific actions to generate continuous improvement

Items in work area	Items in work area may include: • tools • jigs/fixtures • materials/components • plant and equipment • manuals • personal items (e.g. bags, lunch boxes and posters) • safety equipment and personal protective equipment • other items which happen to be in the work area
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the operation of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing

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	practice (GMP) and responsible care) and government regulations Procedures may be: • written, verbal, computer based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402050A Monitor process capability

Modification History

New unit, MSACMT250A Monitor process capability - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required for gathering of data and the interpretation of simple information to determine the compliance of the process and the taking of action as defined by the procedures where the information reveals the process is out of control parameters.

Application of the Unit

This unit applies to an individual in an organisation adopting specific competitive systems and practices, usually either six sigma or statistical process control/three sigma, as a means of determining and improving the capability of their process to customer requirements. The individual is involved in collecting specified data and performing specified manipulations to the data (typically by plotting on a chart or by entering into a nominated computer program). The information is typically presented to team members in terms of graphs/charts which they are expected to interpret at a basic level and then take action in accordance with procedures to restore the process to being under control parameters.

This unit requires the application of skills associated with entering and monitoring operational data and information and requires initiative, enterprise and problem solving in identifying production variations and making improvement recommendations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

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1	Collect and process data	1.1	Take specified measurements/readings, as required
		1.2	Enter data in log, computer or other record
		1.3	Manipulate and/or chart data as required by procedures
2	Identify variations that are not random and take action	2.1	Examine chart and/or reliability information
		2.2	Distinguish between random variations and those with an identifiable cause
		2.3	Take action specified in procedures when a variation with an identifiable cause occurs
3	Assist in process improvement	3.1	Collect data for process capability improvement trials
		3.2	Make recommendations for improvement
		3.3	Implement revised capability monitoring procedures

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- reading and interpreting electronic and hard copy operating instructions and documents, including where used:
  - work instructions

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  - standard operating procedures
  - formulas/recipes
  - production and batch sheets
  - temporary instructions
  - other provided operating instructions
- monitoring performance data against specifications and control parameters
- examining equipment procedures, products and processes for possible causes of variations
- identifying when corrective action is required by reference to procedures

Required knowledge

Required knowledge includes:

- data collection methods for operations in work area
- data processing techniques required
- basic variability and normal distribution
- recognition of identifiable causes in accordance with procedures
- causes of different types of identifiable causes as defined by procedures
- actions to be taken for the different causes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence should be available of data collected and processed. There may also be evidence of assignable causes recognised and action taken. There should not be evidence of assignable causes being ignored. A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope of operations, including required performance parameters in their work area • collect, enter and process data, including normal performance and variations • read and interpret data, including identifying variation to set parameters • determine where assignable causes can be allocated to variations and take appropriate action • participate in data collection, when required, for

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	process capability trials • contribute suggestions for improvement.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems. • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector

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Six sigma	Six sigma is a process improvement methodology based on statistical process control with six sigma limits which equates to 3.4 defects per million opportunities for each product or service transaction Six sigma is also often used as a general term covering a competitive systems and practices approach. Six sigma training typically covers several units of competency in this Training Package
Three sigma	Three sigma includes: • statistical process control with three sigma limits which equates to 3 defects per thousand opportunities for each product or service transaction
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other form
Random variation	Random variation is the term used in statistical control to refer to those variations for which no cause can be found
Identifiable cause	Identifiable cause (also referred to as assignable cause or special cause) refers to: • those variations for which a cause can be found and so the cause of the variation eliminated
Process capability	Process capability means the capability of the process to deliver to customer defined requirements. Process capability includes process stability against standardised practices and documentation to eliminate variation against customer requirements

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Unit Sector(s)

Unit sector	Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402051A Apply quality standards

Modification History

New unit, superseding MSACMT251A Apply quality standards - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply quality standards to work operations in an organisation. The unit is designed to complement competitive systems and practices units.

Application of the Unit

This unit applies to an individual who is expected to take responsibility for the quality of their own work, and to take actions specified in the procedures and within the scope of their job and authority to ensure that quality standards are met.

This unit requires the application of skills associated with interpreting and applying workplace standards and identifying and addressing problems that interfere with quality outcomes. The unit requires initiative, enterprise and self-management to ensure quality standards are achieved.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Assess own work	1.1	Continuously check completed work against workplace standards relevant to the operation being undertaken
		1.2	Demonstrate an understanding of how the work activities and completed work relate to the next production process or processes and to the final products or services concerned
		1.3	Identify and isolate faulty components, products or processes
		1.4	Record and/or report faults and any identified causes to the supervisor concerned, where required, in accordance with workplace procedures
2	Assess quality of received components, parts or materials	2.1	Continuously check received components, parts, materials, information, service or final products against workplace standards and specifications for conformance
		2.2	Demonstrate an understanding of how the received components, parts or materials, information or service relate to the current operation and how they contribute to the final quality of the product or service
		2.3	Identify and isolate faulty components, parts, materials or information that relate to the operator's work
		2.4	Record and/or report faults and any identified causes in accordance with workplace procedures
		2.5	Identify causes of any identified faults and take corrective action as specified in workplace procedures
3	Measure components, parts or materials	3.1	Measure materials, component parts, information, service or products, as required, using the appropriate measuring instruments in accordance with workplace procedures

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4	Record information on production indicator	4.1	Record basic information on quality and other indicators of process performance in accordance with workplace procedures
5	Investigate causes of quality deviations	5.1	Investigate and report causes of deviations from specified quality standards for components
		5.2	Recommend suitable preventative action based on workplace quality standards and the identified causes of deviations from specified quality standards of materials

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- interpreting work instructions, specifications, standards and patterns appropriate to own work
- carrying out relevant visual inspections of materials, component parts and final products
- carrying out relevant physical/chemical measurements or tests
- maintaining accurate work records in accordance with procedures
- carrying out work in accordance with occupational health and safety (OHS) policies and procedures
- meeting work specifications
- communicating effectively within defined workplace procedures
- interpreting and applying defined procedures

Required knowledge

Required knowledge includes:

- relevant quality standards, policies and procedures
- relevant production processes, materials and products
- basic characteristics of materials used in the relevant production processes
- safety and environmental aspects of relevant production processes
- relevant measurement techniques and quality checking procedures
- workplace procedures
- reporting procedures

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • interpret, relevant work instructions, standards and specifications appropriate to own work • check and measure relevant quality parameters • interpret results of quality checks in terms of specifications, patterns and work standards • take required action where standards of materials, component parts, final product or work processes are found to be unacceptable • maintain accurate records.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of

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	contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis

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	• 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Quality parameters	Quality parameters may include: • finish • size • durability • product or process variations • materials • alignment • colour • damage and imperfections • time
Quality checks	Quality checks are against set parameters for the process or product. Examples include: • visual inspection • physical measurements • chemical tests • checks against patterns, templates and guides • processing time
Materials	Materials may include: • physical raw materials • orders, forms and other documentation • services required for undertaking an operation (e.g. power, water, compressed air and fuel)

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Measure	Measure includes: • those measurements which may be taken by the employee in the workplace/at their work station
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the operation of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format
Indicators of production performance	Indicators of production performance may include: • number of items/production rate • delays and causes of delays (where known) • other information as specified in the procedures
Data entry/recording	Data entry/recording may include: • keyboard • written (including ticks or signs) • verbal
Sources of information/ documents	Sources of information/documents may include: • quality and Australian standards and procedures • work instructions, patterns, designs and recipes • organisation work procedures • manufacturer instructions for materials and equipment • organisational or external personnel • customer requirements
Investigate and report	Investigate and report includes: • following set procedures defined for such investigations Set procedures may include: • verbal instructions

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	• documented procedures • other quality procedures as implemented within an organisation or work environment

Workplace context	Workplace context includes:
	• work organisation procedures and practices relating to the manufacture and quality outcomes for products
	• conditions of service, legislation and industrial agreements, including:
	  • workplace agreements and awards
	  • federal or state/territory legislation
	  • standard work practice

Reporting/communication	Reporting/communication may include: • verbal and written communication in accordance with organisational policies and procedures • oral, written or visual communication and may include simple data
Being responsible for the maintenance of own work quality	Being responsible for the maintenance of own work quality may include: • contributing to the quality improvement of team or section output, where necessary, in accordance with workplace procedures • following safety, environmental, housekeeping and quality procedures as specified by materials/machine/equipment manufacturers, regulatory authorities and the organisation
Applicable regulations and legislation	Applicable regulations and legislation may include: • OHS legislation relevant to workplace activities • workers compensation legislation

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402061A Use SCADA systems in operations

Modification History

New unit, superseding MSACMT261A Use SCADA systems in manufacturing - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by an individual to interact with a System Control and Data Acquisition (SCADA) system as part of their job.

Application of the Unit

This unit applies to an individual in an organisation using a SCADA system and the individual must interface with that system. The individual will need to access this system as part of their routine and take actions based on the information they obtain from the SCADA system in accordance with procedures.

This unit requires the application of skills associated with using communication tools and technology for management of own work, planning and problem solving.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Use operator interface	1.1	Identify SCADA terminals relevant to own work station and functions
		1.2	Use keyboards, track ball, monitor and/or stand alone controllers to access/interrogate system
		1.3	Use correct level of access and find all relevant screens and information
		1.4	Access message section and acknowledge messages
		1.5	Input and output information correctly according to program and organisation requirements
2	Use information	2.1	Obtain data and information from SCADA, as required, including process, supply and product chain data
		2.2	Interpret data and information as required by own job
		2.3	Find and use relevant historical data and information
		2.4	Use manufacturer manuals or specifications, as required, to expand knowledge of SCADA system relevant to own work
		2.5	Determine and prioritise required actions
3	Make required changes in accordance with procedures	3.1	Adjust production/process in response to SCADA information
		3.2	Record adjustments and variations to specifications/schedules and report to appropriate personnel
		3.3	Seek feedback and information on adjustments to further improve procedures, where required

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using SCADA terminals and other input devices
- reading and interpreting electronic and hard copy SCADA operating instructions and documents, including where used:
  - work instructions
  - standard operating procedures
  - temporary instructions
  - other provided operating instructions
- working within security and access control requirements of the SCADA system
- identifying modules, screens, and so on, of SCADA system relevant to own work
- accurately inputting and outputting data
- searching and retrieving data
- accessing SCADA system nominated assistance, when required

Required knowledge

Required knowledge includes:

- technical knowledge needed to operate own work processes
- hierarchy of SCADA system and operation
- information available from and controls exercised by/through the SCADA system

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope and relevance of the SCADA system to their own work • access correct levels of the SCADA system • enter and retrieve data, including normal performance and variations

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	• use SCADA system to assist in own work.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented ,or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as SCADA software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
SCADA	SCADA refers to: • a number of systems which automatically collect

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	critical process data, perform required mathematical manipulations on it and then make control decisions and/or give required information to personnel for action In some industry sectors, the SCADA system is sometimes integrated into other sophisticated computer control systems, such as Distributed Control System (DCS). These sectors may simply refer to their SCADA as the DCS or other similar term (such as the proprietary name of the computer system). SCADA systems may provide information from outside of the process, such as stock/material levels in a customer plant and/or available supply, supply rates and pricing from a supplier plant. This information may all be accessed by the SCADA system and the employee using it in order to make production rate and other control decisions (either automatically or human assisted) about their own operations and work processes
Supply and product chains	The supply chain Includes: • all suppliers in the chain from the initial raw material up to the current step in the operations process The product chain includes: • all steps after the current step up to the final customer Competitive systems and practices organisations encompass the entire production system, beginning with the customer, and includes: • the product sale • outlet • the final assembler • product design • raw material mining and processing • all tiers of the value stream (sometimes called the supply chain) Any truly 'competitive' system is highly dependent on the demands of its customers and the reliability of its suppliers. No implementation of competitive systems and practices can reach its full potential without including the entire 'organisation' in its planning
Procedures	Procedures may include: • work instructions • standard operating procedures

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	• formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402080A Undertake root cause analysis

Modification History

New unit, superseding MSACMT280A Undertake root cause analysis - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to undertake root cause analysis (RCA) by any person. This will often be undertaken by people working in a team. This unit also covers the competencies needed by operators to contribute to an advanced maintenance strategy using RCA coupled with diagrams and charts.

Application of the Unit

This unit applies to individuals working in an organisation which is applying competitive systems and practices strategies. The unit applies to the formal problem solving to root cause that the individual must undertake in their own work area or where the individual contributes to problem solving to root cause as part of a team.

This unit requires an ability to seek and apply information from a variety of sources in order to inform RCAs. Initiative and enterprise is also required to identify quick fix and permanent solutions to problems.

Where training in a wider range of problem solving techniques and tools is required the unit MSAPMSUP390A Use structured problem solving tools should be selected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Recognise problems	1.1	Identify features or occurrences indicative of a problem
		1.2	Use appropriate tools, techniques and charts to define the problem
2	Implement quick fix	2.1	Recommend a quick fix within the scope of competency and authority
		2.2	Use technology or processes relevant to the problem to implement quick fix
3	Determine root cause	3.1	Identify a range of possible causes
		3.2	Gather data and other information to eliminate or confirm possible causes
		3.3	Use available data and information to link causes and effects
		3.4	Seek assistance, as required
		3.5	Identify root cause
4	Develop permanent solution	4.1	Identify a range of methods to eliminate the root cause or break the cause tree
		4.2	Select the most appropriate solution
		4.3	Liaise with relevant people
		4.4	Recommend or implement solution within the limits of competency and authority

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4.5 Monitor impact of solution and make further recommendations, as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- cooperating and working with others on problem solving
- assessing and recording information from a variety of sources
- defining potential problems factually, including:
  - location and extent of problem or incident
  - sequence of events where relevant
  - extent of deviation from normal operation or performance
- analysing potential problems across a range of varied activities and knowledge applications
- reading and constructing simple charts, such as cause and effect diagrams

Required knowledge

Required knowledge includes:

- RCA methodology, including difference between quick fixes and root cause elimination or breaking of causal tree
- principles and normal operation of equipment, plant and processes in own work area sufficient to undertake a RCA and propose solutions
- common variances to normal performance that are indicators of a problem
- use of relevant analysis tools (e.g. cause/effect diagrams, Pareto charts and 5 Whys)
- operations in own work area

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and	A person who demonstrates competency in this unit must

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evidence required to demonstrate competency in this unit	be able to provide evidence of the ability to: • undertake problem identification • use appropriate processes to achieve root cause identification • prioritise solutions • recommend solutions and implementation procedures to problems within own area and range of technical skills and knowledge • evaluate implementation of solutions.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess response to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and

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	disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree

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	Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Features or occurrences indicative of a problem	Examples of features or occurrences indicating problems include: • variation to normal plant or equipment operation • unplanned or non-conforming process or operations outcomes • out of specification products • excess scrap • accidents and emergencies • regulatory breaches • customer returns and complaints • reduction or loss of sales
Root cause	There are many possible causes of any problem. The root cause contrasts with other possible causes of a problem which when eliminated have no impact or only ameliorate the problem. Elimination of the root cause permanently eliminates the problem. There should only be one root cause for any problem and so the analysis should continue until this one cause is found.
Cause tree	The series of causes is referred to as the cause tree. Not all root causes are accessible and able to be eliminated. Breaking the cause tree is such a way that the problem cannot recur is an acceptable alternative. Not all situations can wait for the RCA and eventual elimination of the root cause as there may be serious current impacts. The quick fix will control these immediate impacts, but does not eliminate the root cause.
Quick fix	A quick fix is not a short cut or side step for a permanent solution to the root cause. It is a necessary step designed to control the immediate impacts of a problem, for example, to prevent ongoing errors or to ameliorate damage.
Appropriate techniques/charts	Appropriate techniques/charts may include: • control charts • Pareto charts

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	• run charts • flow charts • cause and effect diagrams • tree diagrams • 5 Whys analysis

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS402081A Contribute to the application of a proactive maintenance strategy

Modification History

New unit, superseding MSACMT281A Contribute to the application of a proactive maintenance strategy - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to make a positive contribution to proactive maintenance strategies, including actions that contribute to equipment uptime and overall equipment effectiveness (OEE).

Application of the Unit

This unit applies to an individual in an organisation which is following a predictive, preventative or reliability-centred maintenance strategy and which requires commitment from all employees. The employee should 'own' their equipment/plant and take an active part in the implementation of the strategy within the scope of their authority.

This unit requires the application of skills associated with accessing and maintaining equipment/plant documentation, It also requires problem solving, initiative and enterprise to continually monitor and maintain operational performance of equipment/plant used in work role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Maintain equipment/plant	1.1	Keep equipment/plant within area of responsibility clean
		1.2	Ensure equipment/plant is serviced and adjusted, as required, in accordance with procedures and own level of responsibility
		1.3	Access manufacturer manuals and specifications, where required, to expand knowledge on the maintenance of equipment/plant
		1.4	Access and update documentation on equipment/plant operation and maintenance as appropriate to workplace procedures
2	Monitor operation of equipment/plant	2.1	Regularly check key conditions of the equipment/plant as defined in workplace procedures
		2.2	Regularly check equipment/plant OEE
		2.3	Note any deviation from conditions specified in procedures
		2.4	Identify any previous occurrences of this deviation
3	Identify deviations and patterns	3.1	Identify any previous occurrences of a deviation
		3.2	Identify any related deviations which have occurred
		3.3	Identify any unusual occurrence which may be related to a deviation
4	Take action appropriate to	4.1	Liaise with relevant people regarding the deviation and the solution

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competency and authority on deviation	4.2	Implement solution and/or assist with the implementation of the solution, as appropriate

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- reading and interpreting electronic and hard copy plant, equipment, and process instructions and documents, including where used:
  - work instructions
  - standard operating procedures
  - workshop manuals and instructions from equipment manufacturers in regards to plant or equipment operation, regular maintenance, troubleshooting, and record of use or production
  - production and batch sheets
  - temporary instructions
  - other provided operating instructions
- examining equipment procedures, products and processes for possible causes of deviations from patterns of normal use
- interpreting OEE rates
- servicing and maintaining plant and equipment consistent with area of responsibility and own technical skills

Required knowledge

Required knowledge includes:

- normal behaviour of the equipment/plant
- indicators of abnormal performance
- principles of operation of plant and equipment sufficient to recognise problems and propose solutions
- appropriate cleaning and adjusting for the equipment/plant/area as required by procedures
- concept of OEE as: *availability x performance x quality rate*

where:

- availability takes into account losses due to breakdown, set up and adjustments
- performance takes into account losses due to minor stoppages, reduced speed and idling

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- quality rate takes into account t losses due to rejects, re-works and start-up waste

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • recognise deviations from normal performance patterns and deal with them appropriately • undertake operational service and maintenance on plant and equipment according to instructions.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports)

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	• portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams

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	• OEE • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Uptime	Uptime refers to: • the overall availability of the plant – it is the inverse of downtime or the unavailability of the plant. Ideal uptime is 100%
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

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Custom Content Section

Not applicable.

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MSS403001A Implement competitive systems and practices

Modification History

New unit, superseding MSACMS400A Implement a competitive manufacturing system - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to implement and review competitive systems and practices in a person's own work within a team or work area, including the consideration of the impact on the work of others. The unit focuses on the holistic application of competitive systems and practices to achieve improved performance in own work and in activities with others in the team or work area that contribute to improving customer benefit.

Application of the Unit

This unit applies to individuals who are applying competitive systems and practices to their own work in a way that integrates with others in the team or work area who are also implementing competitive systems and practices. Depending on the operations or processes in the team or work area the unit may also include interaction with other teams and work areas.

The unit is suitable for individuals who have formal responsibility for the work of others, such as team leaders. It is also suitable for individuals, such as technicians and tradespeople, who must integrate the application of their technical skills with the implementation of competitive systems and practices in an organisation.

The unit applies to the areas of cost, quality, delivery, safety/environment, and employee capability including continuous reviewing of performance against these five areas in liaison with other relevant people. Improvement initiatives in these five areas are usually developed and implemented with the support of technical support staff. Whereas other units may emphasise the competence to use one or more competitive practices, this unit emphasises the ability to advance on all five key areas over a moderate time period.

This unit requires the application of skills associated with problem solving and initiative and enterprise in order to identify opportunities to make improvements and maximise performance. Communication, the ability to work in a team and planning and organising skills are required to implement improvements and address any conflicts that arise. This unit also requires an ability to identify appropriate technology, and to consider and integrate feedback on how personal performance can be improved.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Contribute to the improvement of the operations system in team or work area	1.1	Identify key performance indicators for area of operations
		1.2	Implement and review competitive systems and practices to improve health, safety and environment (HSE) performance of self and others
		1.3	Implement and review competitive systems and practices to maximise quality consistency
		1.4	Implement and review competitive systems and practices and identify any skill and training issues that need to be addressed to improve capability of self and others
		1.5	Implement and review competitive systems and practices to maximise customer benefit/cost ratio
		1.6	Implement and review competitive systems and practices to reduce lead time to delivery within the scope of authority and responsibility
		1.7	Work with relevant stakeholders to resolve conflicts

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			which arise from implementation of competitive systems and practices
		1.8	Select improvements which will deliver the greatest overall benefit for the resources required/available without reducing current performance on individual factors
2	Implement improvements	2.1	Implement the chosen improvement/s
		2.2	Check the selected improvements improve the system as a whole and do not result in unintended consequences
		2.3	Monitor implementation and make adjustments, as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others to clarify scope of implementation of competitive systems and practices, including:
  - value stream mapping
  - 5S
  - Just in Time (JIT)
  - mistake proofing
  - process mapping
  - establishing customer pull
  - kaizen and kaizen blitz
  - setting of key performance indicators/metrics
  - identification and elimination of waste (muda)
- monitoring performance in key areas, including:
  - HSE performance
  - quality consistency
  - capability and performance by team members
  - customer benefit/cost ratio
  - reduce lead time to delivery

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- contributing suggestions for improvement
- analysing operational procedures in terms of flow and contribution to customer outcomes
- planning tasks to support competitive systems and practices implementation
- identifying and implementing appropriate data gathering and analysis techniques within area of responsibility to identify change over time in indicators relating to:
  - cost
  - quality
  - delivery
  - safety/environment
  - employee capability and support for competitive systems and practices
- solving problems to root causes

Required knowledge

Required knowledge includes:

- customers and the value they derive from products and processes of the organisation or area
- cost components and their relationship to customer benefits/features
- suppliers and their capabilities
- waste (muda)
- factors causing variability in a product and how to control them
- factors that promote standardisation
- relevant competitive systems and practices tools for area and how to apply them
- factors impacting on the product, process and waste, particularly those wholly or partially under own and other immediate area employees control (and how to control them)
- good HSE practice and factors impacting on HSE performance
- own capability and how to improve it
- optimisation techniques appropriate to the organisation and the job
- application of quality standards and processes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • identify key performance indicators appropriate to their own work area

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	• implement and review competitive systems and practices in own work, including interaction with others in the work area in the areas of:
	  • HSE performance
	  • quality consistency
	  • capability and performance by team members
	  • customer benefit/cost ratio
	  • reduce lead time to delivery
	• select improvements that deliver the greatest overall benefit
	• monitor the implementation of improvements and make appropriate adjustments.

Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning for appropriate portions • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence In all cases it is expected that practical assessment will be combined with targeted questioning to assess

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	underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping

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	• problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Competitive systems and practices tools	Competitive systems and practices tools include: • 5S • 6 sigma • continuous improvement • cause effect diagrams
Customer	Competitive systems and practices organisations encompass the entire production system, beginning with the customer, and includes: • the product sales outlet • the final assembler • product design • raw material mining and processing • all tiers of the value stream (sometimes called the supply chain) Customer may include: • internal or external customers, and should also include the final customer as the basis for the identification of waste The unit does not require interfacing directly with the external customer, but there should be sufficient information to identify customer benefits and features
Supplier	Supplier may include: • an internal supplier • an external supplier The unit does not require interfacing directly with external suppliers, but there should be sufficient information to enable identification of supplier abilities
Waste	Waste (also known as muda in the Toyota Production

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	System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Categories of waste include: • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • other activities which do not yield any benefit to the organisation or any benefit to the organisations customers
Operations	Operations indicate: • the holistic combination of the process, plant and equipment, procedures and practices, including the skills and work organisation of the workforce, which make up the productive organisation
Implement improvements	Implementation of improvements may be undertaken: • within own job role • as part of processes and operations in the work area or team

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS403005A Facilitate use of a Balanced Scorecard for performance improvement

Modification History

New unit, superseding MSACMS405A Lead a manufacturing team using a balanced score card approach - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to encourage and facilitate others in using a Balanced Scorecard approach to assist in performance improvement.

Application of the Unit

This unit applies in organisations using a Balanced Scorecard approach to performance improvement. In these organisations the unit applies to individuals in a team or workgroup who facilitate the use of the Balanced Scorecard through leading, assisting and/or motivating others in using the Balance Scorecard approach.

This unit requires the application of skills associated with communication, teamwork, problem solving, initiative, enterprise, and planning and organising in order to provide leadership in the interpretation, review and strategic response to Balanced Scorecard results. This unit has a strong emphasis on identifying and reviewing required performance measures and requires an ability to use new information to improve performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Interpret Balanced Scorecard results	1.1	Identify patterns of performance shown on strategy map
		1.2	Identify actions indicated by Balanced Scorecard results
		1.3	Discuss results with fellow employees and other relevant stakeholders
		1.4	Facilitate the selection of required actions with employees and other stakeholders
		1.5	Facilitate he development of implementation plans for team or individuals
		1.6	Facilitate the implementation of required actions from developed plans
		1.7	Follow up on implementation to ensure it occurs as planned
2	Review key performance indicators (KPIs) in the Balanced Scorecard for the organisation and work area	2.1	Relate area and other KPIs to strategy map/strategic objective
		2.2	Review the actions required by self and others to meet each KPI
		2.3	Compare current actions to the optimal actions to achieve strategy
		2.4	Discuss with employees and other stakeholders any modifications to KPIs which will better meet strategy
		2.5	Recommend amendments to KPIs to relevant personnel
3	Review reporting systems for	3.1	Review reporting systems to ensure information needed by self, other employees in area and organisation is

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	Balanced Scorecard information		available
		3.2	Review the mix of operational and strategic information to ensure it is appropriate for work area
		3.3	Review information provided for relevance and currency, and that it is meaningful and not excessive
		3.4	Recommend improvements to reports and reporting system, as appropriate
4	Lead improvement to work area total performance	4.1	Compare actual performance of teams, work areas or individuals with desired total performance using KPIs and other Balanced Scorecard information
		4.2	Discuss with team ways of improving total performance
		4.3	Lead processes for improvement in total performance

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying KPIs and their application to own work and the work of other employees
- analysing Balanced Scorecard results and determining implications for a work area
- solving problems associated with use or interpretation of Balanced Scorecard
- planning strategies for use of Balanced Scorecard, including:
  - required communication with others
  - negotiations if any required with internal and external suppliers, customers and delegates
  - analysis of any skill gaps in self and others
  - required training
  - data collection
  - work organisation and procedure changes
  - risk identification and contingency measures
- communicating effectively in informal and formal meetings, and with personnel at all levels
- providing effective feedback

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Required knowledge

Required knowledge includes:

- components of the Balanced Scorecard, including perspectives, feedback loops, targets and metrics, and reporting systems
- responsibilities of self and others in a Balanced Scorecard strategy
- health, safety and environment (HSE) principles and requirements for area of responsibility
- change implementation contacts and procedures relevant to work area
- employee assistance mechanisms in the organisation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • interpret Balanced Scorecard results • review KPIs in the Balanced Scorecard • review related reporting systems • lead improvement to team performance.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case study and scenarios to assess responses to contingencies
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a

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	combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems

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	• statistical process control systems ,including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Team	Team includes: • all individuals in the target work area who are involved in the implementation and use of the Balanced Scorecard The team may or may not be a formally designated team working to a team leader
Balanced Scorecard	The Balanced Scorecard refers to: • an approach to competitive systems and practices that sets out an organisations vision and strategy by establishing and measuring enterprise activity in a number of different perspectives in addition to the normal financial perspective Perspective areas include: • customer • environmental • internal business process • learning and growth

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	For each perspective area the Balanced Scorecard emphasises establishing and measuring performance (metrics)
KPIs	KPIs may include: • financial and non-financial performance measures against targets within the Balanced Scorecard • other performance indicators not contained with the Balanced Scorecard for the team but relevant for informing the teams activities (e.g. performance indicators for other areas or sections, suppliers or customers)
Actions indicated	Actions indicated may include: • corrective action for poor results • confirming action for acceptable results • taking steps to ensure actions for good results are consistently maintained • changes to performance indicators or performance measurement

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS403010A Facilitate change in an organisation implementing competitive systems and practices

Modification History

New unit superseding MSACMC410A Lead change in a manufacturing environment - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by individuals responsible for facilitating change processes in an organisation implementing competitive operational practices.

Application of the Unit

This unit applies to people who facilitate the change process resulting from implementing one or more competitive systems or practices. This implementation may also be associated with other changes, such as the introduction of new products, processes or equipment. The unit will usually apply to people whose responsibility is at the team, area or section level rather than the whole organisation. The responsibility may be formally designated or be informal, as in mentoring and assisting fellow employees.

This unit assumes that consultation and agreement on the implementation of the competitive systems and practices and other associated changes has already occurred and the nature and extent of the change has been agreed.

This unit does not cover the negotiation of change in a formal industrial relations sense but does cover the skills needed to identify real or potential change implementation issues, including those that may need to be referred to formal consultation and/or dispute settlement procedures.

This unit has a strong emphasis on planning, encouraging and facilitating in a changing environment within the organisation, including using appropriate communication, teamwork, problem solving, initiative and self-management.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Define nature and impact of change for designated area and processes	1.1	Identify the organisation’s aims and objectives for the competitive systems and practices techniques related to the change process
		1.2	Identify opportunities for implementation of change within work area
		1.3	Determine impacts of change for work area, including potential benefits and impacts on own work and work of fellow employees
2	Identify key performance indicators (KPIs)	2.1	Liaise, where required, with managers, engineers and other staff responsible for designing and/or implementing change
		2.2	Identify KPIs for own work responsibility and that of the work area
		2.3	Communicate KPIs to fellow employees
		2.4	Check that data collection and processing are appropriate for KPIs
		2.5	Raise and resolve issues related to KPIs with relevant personnel

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3	Liaise with key stakeholders	3.1	Identify key stakeholders impacted by the change
		3.2	Communicate with key stakeholders within scope of authority
		3.3	Identify and address issues and concerns of each stakeholder if within scope of authority
		3.4	Develop and/or locate information required to address key concerns
		3.5	Refer issues and concerns outside of scope of authority to appropriate personnel
4	Develop a strategy to help implement change	4.1	Identify or develop a work plan for implementing change
		4.2	Make information required to support change available to team members
		4.3	Communicate/circulate draft work plan to other employees in work area, supervisors, technical experts and other appropriate personnel for comment
		4.4	Assess suggested changes and incorporate into work plan, where appropriate
5	Implement change	5.1	Obtain authorisation to commence change implementation in accordance with organisation procedures
		5.2	Implement change in accordance with work plan and organisational occupational health and safety (OHS) and consultation procedures
6	Monitor implementation of change	6.1	Maintain open communication channels with all stakeholders during implementation
		6.2	Monitor KPIs during implementation
		6.3	Encourage and facilitate improvement suggestions of team members
		6.4	Identify areas requiring improvement in change

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implementation

6.5 Make improvements to implementation according to organisation procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying the competitive operational practices being implemented in the organisation, including:
  - Just in Time (JIT) and kanban systems
  - preventative maintenance
  - 5S housekeeping
  - continuous improvement processes (e.g. kaizen)
  - waste (muda) elimination
  - formal problem solving procedures (e.g. root cause analysis (RCA))
- identifying other products, processes or equipment changes being implemented within area of responsibility
- identifying the work and culture changes required for effective implementation of the competitive systems and practices being implemented and other products, processes or equipment changes
- identifying organisation KPIs and contextualise for area of responsibility to determine successful change implementation
- planning strategies for change implementation, including:
  - required communication with others
  - negotiations if any required with internal and external suppliers, customers and delegates
  - analysis of any skill gaps in self and others
  - required training
  - data collection
  - work organisation and procedure changes
  - risk identification and contingency measures
- monitoring performance against KPIs and taking appropriate corrective action in the event of a non-conformance
- identifying and communicating with sources of assistance if difficulty is experienced with changes

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Required knowledge

Required knowledge includes:

- features of common competitive operational practices, including:
  - JIT and kanban systems
  - preventative maintenance
  - 5S housekeeping
  - continuous improvement processes (e.g. kaizen)
  - waste (muda) elimination
  - formal problem solving procedures (e.g. RCA)
- health, safety and environment (HSE) principles and requirements for area of responsibility
- change implementation contacts and procedures relevant to work area
- employee assistance mechanisms in the organisation
- processes to develop work plans, including consideration of timetable, KPIs, training needs, OHS implications, contingency plans and responsibilities (the work plan must be capable of being coherently communicated to others)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the competitive systems and practices used in their own work • identify changes to their own work flowing from the implementation of the relevant competitive systems and practices • implement changes • know when and how to seek assistance with work changes • make suggestions for improvements.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned,

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	currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using some combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of

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the item, and local industry and regional contexts) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Team	Team may include: • work teams from all sections of an organisation, including production or other operational areas, maintenance, technical, administration/finance, and sales/marketing
Change	The philosophy of continual improvement is that every

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	process can and should be continually evaluated and improved in terms of time required, resources used, resultant quality, and other aspects relevant to the process. Superimposed on this is the concept of breakthrough change when a large change/improvement is made which can shift the direction or operation of the organisation. Once such breakthrough change is the introduction of competitive operational practices.
Work plan for change	The work plan for change covers the designated work area and may include, depending on the organisation and work area processes: • timetable • KPIs • training needs • OHS implications • contingency plans • responsibilities with team members and senior managers, engineers and other staff responsible for designing and/or implementing change
Issues and concerns	Issues and concerns may be communicated formally and informally and may include: • individual and group concerns • those expressed by and through industrial processes
Gathering and monitoring performance data	Performance data may be gathered and monitored: • manually by individual employees through charts, tally sheets or keypad/board entry • automatically through software, such as SCADA software, ERP systems, MRP and proprietary systems

Unit Sector(s)

Unit sector Competitive systems and practices

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Custom Content Section

Not applicable.

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MSS403013A Lead team culture improvement

Modification History

New unit, superseding MSACMC413A Lead team culture improvement - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by a team leader or other person responsible for developing a culture within a team appropriate for supporting competitive systems and practices.

Application of the Unit

This unit applies where an organisation has embarked on competitive systems and practices and a team leader or other responsible person is required to change or improve the team culture to be consistent with that required to maximise the benefits from competitive systems and practices.

This unit requires the application of skills associated with communication, teamwork, problem solving, initiative and enterprise, planning and organising, and self-management in order to provide leadership in a changing team environment. This unit has a strong emphasis on planning and change management, but also requires an ability to learn from experience and feed new information back into strategies to improve performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Facilitate the team's understanding of the competitive systems and practices strategy	1.1	Communicate with all team members the objectives and benefits of the competitive systems and practices strategy
		1.2	Review with team members the techniques and methods that will be used in achieving the competitive systems and practices strategy
		1.3	Using a systems approach, help team members understand how the team fits into the organisation
		1.4	Establish appropriate communication and teamwork within the team and with other teams
		1.5	Develop a work structure with the team that allows for everyone to participate in the application of the competitive systems and practices strategy
2	Facilitate application of knowledge about the importance of controlling variation in competitive systems and practices	2.1	Develop the application of a statistical approach by all team members to all relevant facets of the system with a view to reducing variation
		2.2	Encourage the approach of building quality and ensuring team members assist each other in meeting requirements
3	Facilitate the development of skills and knowledge within the team	3.1	Encourage appropriate training for all team members
		3.2	Involve team members in identification of skill needs and skill gaps, and in development of a strategy for training, skills acquisition and self-improvement so as to ensure awareness, learning and commitment

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4	Facilitate the development of commitment within the team to the competitive systems and practices strategy	4.1	Ensure that the team has sufficient resources and adequate equipment available to meet the requirements of the competitive systems and practices strategy
		4.2	Encourage the adoption of continuous improvement
		4.3	Encourage employee acceptance of responsibility for the quality of their own work
		4.4	Provide continuous feedback and communication of progress at all levels in implementing the strategy
		4.5	Involve team members in relating identified problems and opportunities for improvement to the competitive systems and practices strategy, and involve them in developing any required changes, to ensure awareness, learning and commitment
		4.6	Establish and monitor indicators of team culture

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying and interpreting team quality standards and customer requirements
- identifying the competitive operational practices being implemented by the team
- communicating with others in the team, other team leaders, other employees and external representatives relevant to team competitive systems and practices
- ensuring team awareness of performance against requirements (e.g. through visual management techniques)
- facilitating team competitive systems and practices review activities
- solving problems to root cause
- identifying and accessing sources of assistance if difficulty is experienced with team implementation of competitive systems and practices
- interpreting relevant procedures and instructions
- identifying, analysing and evaluating information from a variety of sources

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Required knowledge

Required knowledge includes:

- competitive systems and practices strategies at a broad level, including theoretical concepts of one or more of:
  - six sigma
  - lean manufacturing/lean operations
  - agile manufacturing/agile operations
  - Just in Time (JIT)
  - supply chain management
  - value stream management
  - total quality
  - proactive maintenance
  - elimination of waste
  - Balanced Scorecard
  - 5S housekeeping
  - visual factory/visual operations
- benefits of:
  - standardised work
  - customer pull
  - value stream mapping
- principles of change management

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the competitive systems and practices used by the team • identify changes to their own work flowing from the implementation of the relevant competitive systems and practices • implement and monitor changes designed to improve team culture • know when and how to seek assistance

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	• make suggestions for improvements.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA)software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Variation	Variation refers to:

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	• variation from quality standards and customer requirements as expressed in production or operations schedules and technical specifications
Systems approach	A systems approach enables a person to see how work gets done, the effect of changes and shows the internal/external relationships through which products and services are produced. It may include considerations of the role and requirements of: • customers • suppliers • employees • other value stream members • members of the public and community groups • other external individual, group or organisation • technical processes and equipment • statutory and regulatory requirements, including occupational health and safety (OHS) and environment legislation and regulations • quality standards
Team culture	Team culture change is the extent to which the culture of the team is aligned to the goals of customers and the organisation. Team culture may be monitored by: • surveys • evaluation of toolbox or other regular meetings • direct discussion with team members • monitoring of other indicators (e.g. error rates and absenteeism) • analysis of root cause related to status of team culture
Work structures	The work team structure may vary (e.g. be self-directed, cross-functional, and so on, and should be appropriate to the job)

Unit Sector(s)

Unit sector Competitive systems and practices

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Custom Content Section

Not applicable.

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MSS403021A Facilitate a Just in Time system

Modification History

New unit, superseding MSACMT421A Facilitate a Just in Time (JIT) system - Equivalent

Unit Descriptor

This unit of competency covers skills and knowledge required to facilitate the implementation/operation of a Just in Time (JIT)/kanban system in a team or work area.

Application of the Unit

This unit applies to a person who needs to monitor the operation of a JIT system and facilitate its working in a team or work area. This will involve liaison with stakeholders as well as examining the data generated. They will need to be alert to potential problems and areas for improvement.

This unit requires the application of skills associated with gathering, analysing and communicating information to facilitate implementation of the JIT system. It requires planning and organising skills and has a strong emphasis on communication and teamwork skills to ensure the JIT system is being effectively implemented. This unit also requires the ability to problem solve and take the initiative to consider performance issues and learn from experience to improve future performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills

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unit of competency.	and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Monitor the operation of the JIT system	1.1	Track value of key measures
		1.2	Recognise indicators of poor performance
		1.3	Take appropriate quick fix action
2	Liaise with relevant stakeholders	2.1	Regularly communicate with team or work group members regarding the operation of the JIT system
		2.2	Review JIT key performance indicators (KPIs) with team or work group members
		2.3	Communicate with relevant personnel up and down the value stream regarding the operation of the JIT system
		2.4	Identify issues with stakeholders and take appropriate quick fix action
3	Improve the JIT system	3.1	Identify areas requiring improvement in the JIT system
		3.2	Identify root cause of JIT-related problems
		3.3	Review value of key measures
		3.4	Recognise skill gaps in team members and other stakeholders
		3.5	Determine any other issues in team or work group, other stakeholders and JIT system leading to poor performance indicators
		3.6	Develop appropriate improvement solutions
		3.7	Liaise with relevant people regarding improvement solutions

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3.8 Implement and/or assist with the implementation of the solutions

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- identifying KPIs for JIT system in team or area of responsibility
- analysing the JIT/kanban implementation in the team or area and the relevant sections of the internal and external value stream, including identifying people-related needs and issues
- identifying and implementing quick fix to JIT problems
- using formal problem solving procedures (e.g. root cause analysis (RCA))
- developing formal and informal communication procedures with others in work area, team leaders, other employees and value stream members relevant to JIT implementation
- establishing sources of assistance in the organisation for people experiencing difficulty with competitive systems and practices changes
- interpreting procedures and instructions relevant to own expertise for others
- establishing KPIs for own work

Required knowledge

Required knowledge includes:

- JIT principles relevant to operations and processes in own area or team and in the organisation generally
- procedures for making/recommending improvements
- typical reasons for delays/storages/inventories in the team or area of responsibility and methods of reducing/eliminating them
- skill gap analysis and methods of filling skill gaps
- principles of the operations process relevant to the section/team
- production data generated by the process and its application to JIT

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	Evidence should be available of the person's facilitation of the operation of the JIT system and their making of recommendations for/making improvements.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the JIT system and practices used in their team or area of responsibility • identify and monitor JIT key measures • solve JIT-related problems to root cause • implement and monitor JIT-related changes to operations and practices.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.

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	Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving

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	• run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
JIT	JIT refers to: • a production scheduling concept that calls for any item needed at a production operation (whether raw material, finished item, or anything in between) to be produced and available precisely when needed, neither a moment earlier nor a moment later
Kanban	Kanban is a card or sheet used to authorise production or movement of an item; when fully implemented, kanban operates according to the following rules: • all production and movement of parts and material take place only as required by a downstream operation (i.e. all operations and procurement are ultimately driven by the requirements of final assembly or the equivalent) • the specific tool which authorises production or movement is called a kanban. The word literally means card or sign, but it can legitimately refer to a container or other authorising device. Kanban have various formats and content as appropriate for their usage (e.g. a kanban for a vendor is different than a kanban for an internal machining operation) Kanban is typically applied to batch type operation and the production is measured in units produced. In continuous processing organisations, production is measured in terms of production rate (e.g. kg/h, tonne/day) and rate is increased/decreased according to the flow authorisation which may be a kanban (e.g. ticket, order from a supplier) or may be a SCADA signal from a remote facility (e.g. customer tank) saying that resupply is required or similar
SCADA	SCADA refers to: • a number of systems which automatically collect critical process data, perform required mathematical

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	manipulations on it and then make control decisions and/or give required information to personnel for action
Key measures	Key measures may include: • inventory levels • lead time • In Full, On Time and In Specification (IFOTIS) delivery • productivity/production rate • other measures of pull through the value stream • quality
Quick fix	Quick fix refers to: • action taken to immediately and cheaply control a problem, prevent it getting worse and/or ameliorate its impact, but which does not necessarily solve it long term
Pull system	Pull refers to: • a system of making to demand rather than for stock or to a forecast
Value stream	The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement, stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

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Unit Sector(s)

Unit sector	Competitive systems and practices

Custom Content Section

Not applicable.

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MSS403030A Improve cost factors in work practices

Modification History

New unit, superseding MSACMT430A Improve cost factors in work practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to evaluate the product or process outcomes of a team in terms of their cost components and to be able to determine, in general terms, the cost impacts of alternative actions.

Application of the Unit

This unit applies to a person who is required to assess the relative costs of alternatives and use this as one of the key factors in decision making. Typical decisions include the efficient organisation of own work and that of others in a work area or within a team and the improvement of throughput and cycle times.

Decisions are made within the scope of the authority of the individual and other employees in the area or team and according to procedures.

This unit primarily requires the application of skills associated with communication and information gathering, teamwork and problem solving to analyse the cost components of work processes. Initiative and enterprise, and planning and organising are also required to identify opportunities for improved cost-efficiency. This unit also requires a degree of self-management and learning to effectively operate and maintain skills and performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse cost components of work area or team function	1.1	Identify cost components in the product or process
		1.2	Identify costs factors under control of area or employees in the team
		1.3	Identify causes of variability in costs
		1.4	Analyse impact of costs on production or process activities undertaken
2	Improve cost-efficiency of processes and procedures	2.1	Identify methods of improving productivity and/or reducing costs within area or team’s responsibility
		2.2	Determine cost/benefit ratio of alternative methods of improving productivity and/or reducing costs
		2.3	Consult with all relevant stakeholders regarding possible changes
		2.4	Recommend changes which will increase productivity and reduce cost and variability
		2.5	Implement recommended changes in consultation with relevant stakeholders

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

Required skills include:

- identifying fixed and variable costs in products or processes
- analysing costs and determining those that can be controlled by the individuals in an area or team
- analysing costs over time and identifying variability in cost components
- determining cost/benefit ratios
- communicating and negotiating with others on changes using a variety of mediums

Required knowledge

Required knowledge includes:

- cost components of products made
- costs concepts, such as expense, income and cost/benefit
- major cost contributors to product (e.g. energy, materials, labour and distribution, and so on) depending on the product and process)
- the difference between internally and externally controlled costs
- difference between overhead, labour and consumables

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify the scope of their own work and the team or area work and relate it to the overall flow of work in the organisation • express cost factors in specific terms (e.g. cost per item, process and task) • identify and express cost factors in basic financial terms • analyse variability in costs and recommend improvements • use cost/benefit to select preferred improvement strategies.
Context of and specific resources	Assessment of performance must be undertaken in a

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for assessment	workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace project(• suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices, • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Cost components	Cost components may include:

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	• fixed and variable costs, such as power/energy, materials, plant and equipment, salary and wages, and office expenses (e.g. telephone) • government taxes and charges
Variability in costs	Variability in costs should be assessed over a suitable time. The time should be sufficient to identify: • fluctuations in variable costs related to different volumes of sales, production or operations • abnormal cost fluctuations due to poor design of product or process, poor scheduling, faults, breakdowns and other waste
Process	Process includes all functions that go to meet customer requirements as well as other required functions (e.g. regulatory related functions). Examples include: • design • production • maintenance • logistics • office processes
Procedures	Procedures may include: • work instructions • standard operating procedures • drawings and specifications • manuals • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the organisation • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer based or in some other format
Benefits	Benefits should include: • positive benefits as well as negative benefits, such as quality, safety, reliability and similar issues which may be impacted by a cost saving

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Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS403032A Analyse manual handling processes

Modification History

New unit, superseding MSACMT432A Analyse manual handling processes - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to analyse manual handling in terms of its efficiency and safety.

Application of the Unit

This unit applies to an individual who is required to examine the manual handling component of a job and improve it in terms of safety, effort required and efficiency. This may be conducted for a job performed by others or it may be for the person's own job.

This unit primarily requires the application of skills associated with problem solving, initiative and enterprise to identify safe and efficient manual handling, and planning and organising to ensure processes are implemented. This unit also requires communication with, and involvement of, others to ensure they understand the approach and to facilitate training.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

1	Assess manual handling risks	1.1	Identify manual handling hazards in work area
		1.2	Assess risks arising from manual handling hazards
2	Analyse physical effort requirements of job	2.1	Determine basic manual handling requirements of job
		2.2	Analyse requirements in terms of components, such as lift, move, place and hold
		2.3	Analyse items to be handled in terms such as weight, size, shape or other hazards
3	Determine time/effort components of physical effort	3.1	Break required movement pattern down into movement components
		3.2	Determine time and effort requirements for movements
		3.3	Develop alternative movement patterns
		3.4	Determine time and effort requirements for alternative movements
		3.5	Determine handling aids required to assist movement
		3.6	Determine preferred movement pattern
4	Analyse the ergonomics of physical effort	4.1	Analyse the ergonomics of the preferred movement pattern
		4.2	Develop substitute movements for any movement which is not ergonomically sound
		4.3	Determine handling aids required to improve ergonomics of required movements
5	Optimise	5.1	Select movement patterns which are ergonomically

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application of physical effort		sound and time and effort efficient
	5.2	Ensure all relevant people are trained to use these methods
	5.3	Ensure procedures and practices reflect the optimum methods
	5.4	Communicate with team members and involve them in development of alternatives to ensure awareness and facilitate learning

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with others about work processes and jobs
- identifying ergonomically sound and unsound movements both at a general level and related to individual capability
- analysing manual handling processes
- working cooperatively with others
- demonstrating or arranging to have demonstrated ergonomically correct movements
- applying basic mathematics
- solving problems

Required knowledge

Required knowledge includes:

- relevant occupational health and safety (OHS) Acts and regulations as applied to manual handling
- principles of job and work method design as applied to efficient and safe movement
- principles of work analysis
- principles of ergonomics/safe movement
- aids than can assist with or substitute for manual handling

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • analyse manual handling requirements and risks in jobs • distinguish between ergonomically sound and unsound movement • analyse manual handling movements and risks for an individual • relate manual handling requirements to job efficiency.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using some combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence.

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	In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE)

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	• takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and Responsible Care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format
Manual handling hazards	Manual handling hazards may include: • loads that pose a risk of injury • ergonomically unsound movements • hazard requirements as defined by relevant OHS Acts and regulations, industry standards and best practice
Ergonomically unsound movements	Ergonomically unsound movements may include: • awkward and repetitive movements • carrying, pushing, pulling or lifting of heavy loads • carrying or movement against hard, sharp, slippery or other difficult to grasp loads Ergonomically unsound movements should be assessed against the capabilities of individual workers as what is a sound movement for one worker may be unsound for

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	others depending on physique and individual condition
Ergonomically sound movements	Ergonomically sound movements are movements which decrease the risk of injury. Sound movements will vary according to the load and individual. Examples include: • keeping loads close to the body and near the person's centre of gravity • using diagonal foot positions for lifting • moving loads at waist height rather than directly from the floor

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS403051A Mistake proof an operational process

Modification History

New unit, superseding MSACMT451A Mistake proof a production process - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to make changes to own and others work in a work area which prevents errors and/or backsliding to a pre-improvement level of practice.

Application of the Unit

This unit applies to a person who needs to analyse a process that a team is responsible for and determine methods of mistake proofing it (e.g. ensuring it only produces product within an acceptable range or error-free transport and storage of goods). The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to mistake proof the production process in their area. After improvement activities have been undertaken these improvements need to be sustained.

This unit requires the application of skills associated information gathering and analysis. Initiative, enterprise and problem solving are also required to identify mistakes and determine strategies for eliminating them. This unit also requires communication and teamwork skills to ensure mistake proofing strategies are implemented and self-management and learning skills to continually reflect on and integrate feedback about the effectiveness of strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse process	1.1	Identify sources of variability/non-conformance in the process
		1.2	Identify critical control points in process
		1.3	Analyse causes of variability/non-conformance
2	Develop preventative techniques/systems	2.1	Liaise with team members and other people to develop mistake proof options for performing operation
		2.2	Test and validate mistake proofing options
3	Implement permanent fix	3.1	Liaise with relevant people to have systems/procedures changed to implement solution
		3.2	Liaise with relevant people to implement the solution
		3.3	Liaise with relevant people to ensure self and others in the team or work area have an appropriate skills set
		3.4	Follow through to ensure implementation occurs
4	Monitor implementation	4.1	Critically observe the implementation
		4.2	Compare the results of the implementation against the expected outcomes
		4.3	Modify solution to improve outcomes

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		4.4	Ensure procedures reflect change
		4.5	Ensure training/assessment reflects change
		4.6	Audit change at agreed period/cycle
		4.7	Take action on any observed deviation
5	Seek improvements	5.1	Observe changes
		5.2	Analyse process again, if required, to ensure improvements are sustained

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- communicating with team or work group members, technical support personnel and other relevant staff
- explaining mistake proofing and related concepts
- facilitating input of others and encouraging acceptance of changes
- analysing and visualising operations in terms of flow and contribution to customer outcomes
- solving problems to determine root cause of errors and possible solutions
- analysing and interpreting information about errors and mistake proofing options in terms of cost, feasibility, regulations and value to the customer
- suggesting design changes to operations and products that eliminate the potential for errors
- suggesting mechanisms or procedures that warn of errors where operations cannot be designed to eliminate errors,

Required knowledge

Required knowledge includes:

- mistake proofing concepts, including, in priority order:
  - eliminate the possibility of the error via changes to the process
  - prevent the error from occurring via physical or virtual barriers
  - reduce likelihood of the error by encouraging correct action

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  - mitigate the impact of the error if it does occur
- understanding of processes undertaken by team
- factors in the processes which may cause variability
- methods of controlling the variability in the process
- mistake proofing methods relevant to the process/product

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • analyse variability and non-conformances • identify, analyse and evaluate information from a variety of sources to identify errors and options for mistake proofing • facilitate implementation of mistake proofing activities that reduce waste • facilitate sustaining the mistake proofing activities.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace

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	• workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related

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	operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Mistake proofing	Mistake proofing is based on the concept of zero defects. The first priority is to eliminate the possibility of an error occurring. However, where this is not feasible mistake proofing can be used to reduce the occurrence of errors and/or to minimise their impact. Mistake proofing should target an error in the following priority order: • eliminate the possibility of the error via changes to the process • prevent the error from occurring via physical or virtual barriers, • reduce likelihood of the error by encouraging correct action (e.g. through warning systems) • mitigate the impact of the error if it does occur Mistake proofing is also called error proofing or baka-yoke or poka-yoke
Options for mistake proofing	Factors to consider when prioritising options for mistake proofing will vary according to the process and may include: • success rate in eliminating errors

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	• feasibility • skills required by employees • cost • capacity to reduce waste
Procedures	Procedures may include: • all work instructions • standard operating procedures • formulas/recipes • batch sheet • temporary instructions and similar instructions provided for the operation of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS404050A Undertake process capability improvements

Modification History

New unit, superseding MSACMT450A Undertake process capability improvements* - Equivalent

* New prerequisite *MSS404052A Apply statistics to operational processes* superseding MSACMT452A Apply statistics to processes in manufacturing

Unit Descriptor

This unit of competency covers the skills and knowledge required to make process capability improvements, including analysing data from the process, developing improvements to eliminate variation due to assignable causes, and then implementing actions.

Application of the Unit

This unit applies to a person who reviews a range of process capability data and information, makes/arranges for changes to be made to procedures, equipment or process and then recalculates the process capability and monitors resulting improvement actions. The person will typically be a technical expert, team leader or be in a role where they have sufficient technical understanding of processes in their own work and that of others to be able to suggest and justify process capability improvements.

Process capability may have been determined using either a six sigma or three sigma processes. This unit applies to the application of statistical methods and the determination of capability based on those methods. Other related units may be *MSS404052A Apply statistics to operational processes* and *MSS404053A Use six sigma techniques*

This unit primarily requires the application of skills associated with communication, information gathering and analysis. Initiative, enterprise and problem solving are also required to identify opportunities to improve process capacity. This unit also requires aspects of self-management and learning to validate own analysis.

For a qualitative approach to improvement (one not using statistics) see *MSS403051A Mistake proof an operational process.*

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

MSS404052A Apply statistics to operational processes

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Obtain required data	1.1	Identify process for study
		1.2	Obtain/organise process to obtain required data/information
2	Analyse information	2.1	Analyse data and determine assignable causes
		2.2	Develop possible improvements to eliminate assignable causes
		2.3	Incorporate own experience and learning into proposed process improvement proposals
		2.4	Develop process improvement proposals
3	Improve process capability	3.1	Obtain required authorities to implement improvements
		3.2	Liaise with relevant people to implement improvements
		3.3	Obtain/organise required data for improved process

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3.4 Recalculate process capability

3.5 Implement revised data collection/processing and new capability information

3.6 Monitor improvement actions and make adjustments, as necessary

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- performing relevant mathematical operations
- identifying and using relevant statistical methods
- communicating and explaining data- related changes and procedures to individuals and groups
- negotiating with other employees and managers on proposed improvement actions
- analysing procedures and data to establish variation
- solving problems to root cause where assignable cause of variation is not obvious
- working in a team
- using computer software relevant to required analyses and process

Required knowledge

Required knowledge includes:

- data collection methods
- data processing techniques required
- variability and normal distribution
- three sigma or six sigma processes, as relevant
- random and non-random results (recognition of assignable causes)
- causes of different types of non-random results
- causes of random variation
- process understanding sufficient to translate the data into variations in the process and determine methods of controlling them

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • analyse process information • calculate process capability/trial limits • improve process capability (or organise for it to be improved) • analyse revised process information and recalculate process capability.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence In all cases it is expected that practical assessment will

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	be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time

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	• process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Process capability	Process capability is: • the measurable ability of a process to reliably produce within calculated limits (the limits depend on the variation of the process)
Variation	All processes have variation. The approach in this unit is to separate random variation (no assignable cause) from non-random variation (which has an assignable cause). By finding and eliminating assignable causes, total variation is reduced and process capability will be improved
Six sigma	Six sigma refers to: • a statistical tool for recording defects and determining capability. Six sigma limits equate to 3.4 defects per million opportunities for each product or service transaction. Six sigma is also used as a general term covering a competitive systems and practices approach. Six sigma training typically covers several units of competency in this Training Package
Three sigma	Three sigma refers to: • a traditional statistical process control. Three sigma limits equate to 3 defects per thousand opportunities for each product or service transaction
Required data	The calculation of three sigma or six sigma limits requires process data. The data required depends on the nature of the limits being calculated
Assignable cause	Any non-random variation is said to have an ‘assignable cause’. The methods of data analysis common to statistical capability analysis as well as other methods of

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	root cause analysis should be used to determine the cause of this non-random variation
Improved process capability	Improvements to process capability result from eliminating the causes of non-random variation. The improvements made may be: • as a result of continuous improvement with the process capability being recalculated periodically • as a result of an improvement project with the process capability recalculated as part of that project
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS404052A Apply statistics to operational processes

Modification History

New unit, superseding MSACMT452A Apply statistics to processes in manufacturing - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply statistical theory and principles to the analysis and control of processes and operations.

Application of the Unit

This unit applies to a person working in an organisation applying statistical process control on processes or operations. The statistical process control will usually be used to monitor the processes or operations and determine when action needs to be taken. The appropriate action will then be taken in accordance with standard procedures.

The unit includes applying knowledge of frequency distribution and variation to the data/chart to distinguish between random and non-random variation and assumes understanding of the process and/or equipment to help interpret those results.

This unit primarily requires the application of skills associated with gathering and analysing data and communicating statistical information to others. This unit also has a strong emphasis on problem solving, initiative and enterprise, planning and organising, and self-management to solve problems and manage processes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Collect process data	1.1	Interpret sampling scheme
		1.2	Obtain measurements in accordance with standard procedures
		1.3	Handle data, as required
2	Interpret data	2.1	Plot data on appropriate control chart
		2.2	Distinguish between random and non-random patterns of results
		2.3	Identify results outside the control limits
		2.4	Recognise situations requiring action
		2.5	Take appropriate action in accordance with standard procedures
		2.6	Determine cost of non-conformance
3	Calculate control limits	3.1	Consult relevant stakeholders to determine appropriate limits
		3.2	Use relevant methods to calculate/revise control limits
		3.3	Plot limits on control chart
		3.4	Explain impact of limit to relevant stakeholders

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- applying a range of sampling procedures
- analysing samples and data for variation, relevance, reliability and representativeness
- problem solving the causes of variation in a process
- communicating with other employees to obtain samples/data and to explain results and limits
- plotting or documenting results
- undertaking calculations, including:
  - basic arithmetic functions
  - mean, range, mean of means, standard deviation (using appropriate calculation aids)
- using statistics to support process and operations control

Required knowledge

Required knowledge includes:

- sampling techniques
- purpose of sampling and measurement
- random, systematic and stratified sampling
- purpose of replication of data for statistical control
- samples, populations, finite and infinite populations and the differences
- methods of calculating means, standard deviations and the like and their purpose in statistical control
- the meaning of broad/narrow frequency distributions/range/standard deviations and skewed distributions in process terms
- concept of limits, including:
  - 1 sigma warning limits
  - 2 sigma warning limits
  - 3 sigma control limits
  - 6 sigma limits
- types of control charts and their applications to different types of process/product and for different purposes
- process causes of variation and typical cause types of non-random variation
- non-process (e.g. measurement) causes of variation
- recognition of stable and unstable processes
- causes of stability/instability in the process

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- calculation of control limits/process capability and the applications of different control limits
- the standard distribution curve and confidence limits

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • follow sampling procedures • apply basic statistical processes • analyse data to identify variations and non-conformances • plot or document results.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning

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	• reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen)

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	• breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Sampling scheme	Sampling scheme may include: • sampling for attributes or sampling for variables • batch, continuous or custom made products • number of items/samples • size of sample • timing of sampling • location of sampling points • type of sample • number/type of measurements to be done on each sample • sampling equipment • measurement/testing equipment/methods
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/ recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other

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	format
Handle data	Handle data may include: • calculating means, ranges, mean of means and standard deviations (using appropriate calculation aids) • entering data into a software package • recording data either in writing or electronically • other required manipulations of the data
Control chart	Control charts may include: • run • tally • mean/range • attributes • other relevant charts
Random	Random variation is the term used in statistical control to refer to those variations for which no cause can be found
Non-random	Non-random (also called identifiable cause, assignable cause or special cause) are those variations for which a cause can be found and so the cause of the variation eliminated. Non-random variation may also be used to predict possible breaches of the control limits
Control limits	Control limits (also referred to as process capability) are those limits within which the process will operate if it is 'under control'
Cost of non-conformance	Cost of non-conformance includes: • reprocessing/rework • expediting • unplanned service • excess inventory • complaint handline • downtime • returns • scrap • labour costs • material costs • infrastructure costs/overhead • utility costs
Appropriate limits	Appropriate limits may include:

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	• 1 sigma warning limits • 2 sigma warning limits • 3 sigma control limits • 6 sigma limits

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS404053A Use six sigma techniques

Modification History

New unit, superseding MSACMT453A Use six sigma techniques* - Equivalent

* *New prerequisite MSS404052A Apply statistics to operational processes* superseding MSACMT452A Apply statistics to processes in manufacturing

Unit Descriptor

This unit of competency covers the skills and knowledge required to apply six sigma techniques to improve quality, cost and delivery in operations and other supporting processes in the workplace

Application of the Unit

This unit applies where a statistical-based strategy, such as six sigma will be used to establish current quality, cost and delivery performance and then to investigate and improve all or part of a process. This will be undertaken with other members of the process team.

This unit requires the application of skills associated with using information, problem solving, initiative, enterprise, planning and organising in order to identify an area requiring improvement and develop a measured process to make improvements. The unit covers the application of the Define, Measure, Analyse, Improve, and Control and standardise (DMAIC) process.

Depending on the scale of six sigma implementation in the organisation the following units may also be relevant:

- *MSS404050A Undertake process capability improvements*
- *MSS403002A Ensure process improvements are sustained*
- MSS403010A Facilitate change in an organisation implementing competitive systems and practices
- *MSAPMSUP390A Use structured problem solving tools.*
-

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

MSS404052A Apply statistics to operational processes

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Identify an area requiring improvement	1.1	Identify customer needs from process
		1.2	Identify customer benefits delivered by process
		1.3	Identify areas requiring improvement
2	Apply DMAIC process	2.1	Define improvement project
		2.2	Acquire required measurements/data
		2.3	Analyse data and determine possible process improvements
		2.4	Develop and test improvement solutions
		2.5	Control and standardise the improvement
3	Review and confirm improvement	3.1	Determine and document benefits
		3.2	Ensure procedures and other relevant documentation is updated for improved procedure
		3.3	Review process data after an appropriate period and

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confirm the improvement

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- interpreting charts and diagrams
- identifying data relevant to improvement project from a variety of sources
- analysing data using statistical methods
- solving problems to root causes
- communicating with other employees to obtain samples/data and to explain processes, results and limits
- determining extent of benefits gained from improvement projects
- identifying relevant documentation for improvement projects and updating, as required

Required knowledge

Required knowledge includes:

- charting methods and formats, such as Pareto charts, fishbone diagrams
- statistical principles and techniques
- acceptance criteria/confidence levels and other relevant limits and criteria for improvement project
- DMAIC methods
- six sigma principles

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • identify current and target customer needs and

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	benefits for an area and improvement project • use DMAIC process for an area related improvement project a project • propose test and document improvement solutions • add to or edit organisation documents using standard procedures.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for	Assessment processes and techniques must be culturally

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assessment	appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems ,including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account:

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	• the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
DMAIC	DMAIC is a structured improvement process involving the following stages: • define • measure • analyse • improve • control and standardise
Define	Definition of the project to include: • 'as is' process map • defining benefits from the project • problem statement • goal statement • project scope
Measurements	Measurements may include: • identification of key measures/attributes • sampling schedule for project • variations and limits
Analyse	Analyse may include: • statistical analysis of data • root cause analysis • use of various problem solving/analysis tools
Improvement	Improvement may include: • generation and testing of improvements • selection of appropriate improvements
Control and standardise	Control and standardise may include: • documenting • transferring ownership of improved process

Unit Sector(s)

Unit sector Competitive systems and practices

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Custom Content Section

Not applicable.

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MSS404082A Assist in implementing a proactive maintenance strategy

Modification History

New unit, superseding MSACMT482A Assist in implementing a proactive maintenance strategy - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required by a maintenance person to assist in the implementation of a proactive maintenance strategy in an organisation. This unit includes the interaction between a maintenance worker and operators, as appropriate.

Application of the Unit

This unit applies to a maintenance person in an organisation that has adopted or is implementing total preventative/productive maintenance (TPM), reliability centred maintenance (RCM) or similar strategies. As part of this, the maintenance person is expected to assist in the implementation by determining appropriate maintenance related schedules and also by providing maintenance related assistance to non-maintenance personnel, such as assisting production personnel to fulfil their role in the TPM/RCM strategy.

This unit requires the application of skills associated with problem solving and initiative and enterprise in order to analyse maintenance requirements. Communication, teamwork and planning and organising skills will be required to implement reliability strategies. This requires aspects of self-management to ensure improvement of own performance and learning.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Develop components of reliability strategy for a work/plant area	1.1	Determine manufacturer's recommended inspection, servicing and related schedules for relevant plant
		1.2	Consult with relevant people with regard to appropriate inspections, services and schedules
		1.3	Discuss any conflicts with relevant people and seek resolution of conflicts
		1.4	Develop schedules in liaison with relevant people
		1.5	Identify inspections and servicing which may be done by operations personnel in liaison with relevant stakeholders
2	Assess current practice for maintenance implications	2.1	Identify the overall equipment effectiveness (OEE) or other organisation targets for equipment/plant
		2.2	Evaluate procedures for plant/equipment reliability implications
		2.3	Discuss current practices with relevant people to determine any plant/equipment reliability implications
		2.4	Recommend changes to improve plant/equipment reliability in accordance with procedures
3	Assist in implementing the reliability strategy	3.1	Arrange for schedules to be incorporated in relevant work plans
		3.2	Identify training needs in discussion with relevant

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	personnel
3.3	Assist personnel to develop required skills for inspections/servicing within scope of authority
3.4	Collect data/information as required by own work plan
3.5	Compare data/information with performance indicators
3.6	Recommend improvements to reliability strategy in accordance with procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- explaining concepts and processes of chosen proactive maintenance strategy used by the organisation and distinguishing from traditional (breakdown) maintenance strategies
- communicating with operators, other maintenance personnel, team leaders and technical experts in a variety of situations and using different media
- adapting personal communication strategy to different levels of operator and team leader literacy and numeracy
- working in formal and ad-hoc teams to implement proactive maintenance
- solving problems to root cause
- planning proactive maintenance tasks to fit in with maintenance and production schedules and the needs of other staff
- assessing the ability of operations personnel with regard to inspections and servicing of equipment
- reading and interpreting charts and diagrams, manufacturer manuals and specifications and operating procedures

Required knowledge

Required knowledge includes:

- requirements of the proactive maintenance strategy being implemented
- operating principles and procedures for equipment/plant subject to proactive maintenance strategy
- purpose and processes for data collection in proactive maintenance strategies
- procedures relevant to own job and organisation implementation of proactive maintenance

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- methods of making/recommending improvements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • source information from manuals and other technical documentation or software • effectively communicate with users on equipment operational and maintenance history • develop schedules for maintenance activities including seeking technical assistance, where appropriate • differentiate between proactive and traditional maintenance strategies.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation

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	• case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and

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	analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • OEE • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise, the work organisation, culture • regulatory environment and the industry sector
TPM	TPM is an application of total quality management to maintenance with the intention of increasing reliability, getting it right first time and increasing OEE
RCM	RCM moves maintenance from reactive, or even planned/programmed, towards a focus on uptime and OEE
Similar strategies	Similar strategies may include: • mean time between failure (MTBF) which is one key measure of the effectiveness of a maintenance procedure, and is an indicator as to whether root causes are being found and resolved. If MTBF is reducing, then it is an indicator that the maintenance regime is failing • failure mode and effects analysis (FMEA) which is a systematic approach that identifies potential failure modes in a system, product, or equipment based operations caused by either design or operation/process deficiencies. It also identifies critical or significant design or process characteristics that require special controls to prevent or detect failure modes. FMEA is a tool used to prevent problems from occurring • industry sectors have highly adapted forms of FMEA

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	and which may practice traditional FMEA in say their routine maintenance while using another technique, such as Hazard and Operability Studies (HAZOP) for design and modification. HAZOP is a form of FMEA which has been practiced by the process industries for over 30 years and examines the implications of changes in process conditions to process stability • condition monitoring which often involves quite sophisticated monitoring of equipment, including such things as vibration monitoring, instrumental analysis of lubricating oil, and so on, to determine the current state of the equipment, monitor the change in this condition and predict when it needs servicing/maintenance to maintain reliability.
OEE	OEE is the combination of the main factors causing loss of productive capacity from equipment/plant and is: *OEE = availability x performance x quality rate* where: • availability takes into account losses due to breakdown, set-up and adjustments • performance takes into account losses due to minor stoppages, reduced speed and idling • quality rate takes into account the losses due to rejects, reworks and start-up waste
Uptime	Uptime refers to the overall availability of the plant (it is the inverse of downtime) or the unavailability of the plant. Ideal uptime is 100%
Inspection	Inspection may include: • reading dials, gauges and meters • observations, including those using sight, hearing, smell and feel • observations of product quality/faults/rejects
Servicing	Servicing may include: • cleaning • lubricating • topping up • adjusting
Procedures	Procedures may include: • work instructions • standard operating procedures

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	• formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS404083A Support proactive maintenance

Modification History

New unit, superseding MSACMT483A Support proactive maintenance - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to lead a production team/work group or maintenance team in a proactive maintenance environment.

Application of the Unit

This unit applies in a competitive systems and practices organisation where proactive maintenance strategies, such as total preventative/productive maintenance (TPM) or reliability centred maintenance (RCM) are used. This unit applies to a team leader or other person who as part of their role assists others in implementing and following the proactive maintenance practices. Team refers to formally designated teams or a group of employees in a common work area.

The unit assumes that team members and in particular the team leader or other support person are in possession of technical knowledge appropriate to their position about the organisation's operational processes and equipment and are able to apply this to the maintenance strategy.

The unit covers the leading of a team in proactive maintenance activities, such as keeping records, visual checks, analysis of failures and effects on production and housekeeping. The unit does not cover breakdown maintenance, condition monitoring or non-destructive testing (NDT).

This unit requires the application of skills associated with communication, teamwork, problem solving, initiative, enterprise, planning and organising in order to lead a team in the development and implementation of proactive maintenance strategies. This unit has a strong emphasis on developing and resourcing the team to interpret information and monitor equipment and operation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Lead team in monitoring process and equipment	1.1	Demonstrate to team how to observe the process/equipment continuously and critically using appropriate senses (e.g. sight and hearing) to identify any potential or actual problems
		1.2	Identify to team data indicators that must be monitored and recorded
		1.3	Ensure team monitors identified data indicators frequently and critically
		1.4	Ensure symptoms of operations outside the desired range of conditions and performance are recognised
		1.5	Analyse cause of equipment non-standard performance within scope of knowledge and skill
		1.6	Ensure team members take timely and appropriate action to solve problems or to refer problems to appropriate manager or specialist
2	Apply proactive maintenance strategy	2.1	Obtain and discuss maintenance strategy with relevant people
		2.2	Identify aspects of maintenance strategy which require specific input from team

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		2.3	Discuss maintenance strategy with team members
		2.4	Ensure team members have resources and training to be able to make the required contributions
3	Analyse standard procedures and work practices	3.1	Examine team procedures and practices for compatibility with maintenance strategy
		3.2	Identify areas where production procedures/practices should be changed to comply with maintenance strategy
		3.3	Identify areas where maintenance strategy should change to comply with production procedures and practices
		3.4	Identify other activities or areas where changes might increase equipment reliability
		3.5	Take appropriate action to have the required changes made
4	Facilitate team contribution to proactive maintenance	4.1	Monitor team's contribution to proactive maintenance
		4.2	Arrange for competency development of team members, as required
		4.3	Facilitate ongoing examination by the team of process reliability and overall equipment effectiveness (OEE)
		4.4	Arrange for follow through and implementation of team originated improvements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- explaining concepts and processes to team of the proactive maintenance strategy and associated analyses used by the organisation and distinguishing from traditional (breakdown)

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maintenance strategies
- communicating with team members, maintenance personnel and technical experts in a variety of situations and using different media
- assessing capability of team as a whole and individually to contribute to proactive maintenance strategy
- identifying resources in the organisation to improve team capability in regards to proactive maintenance strategy
- working in a team
- solving problems

Required knowledge

Required knowledge includes:

- the production process as it applies to the team area of responsibility
- equipment controls and function used in team's work area
- data ranges and indicators for normal team operations
- data and equipment variations and fault indicators able to be identified by team during operations
- proactive maintenance strategies used by the organisation, including:
  - range of date required from team for proactive maintenance strategy
  - typical analyses used by the proactive maintenance strategy and their implication for work of the team
  - responsibilities of the team, maintenance staff and technical experts
- OEE and relationship to team's operational capability

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • communicate effectively with team on the proactive maintenance strategy being adopted and the role expected by the team in its implementation • identify data required from team and for team key from the proactive maintenance strategy • analysing proactive maintenance strategy and current work practices of the team to identifying opportunities for better fit

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	• differentiate between proactive and traditional maintenance strategies.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP), and proprietary systems statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • OEE • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector

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Team	Team may include: • work teams from all sections of the organisation including production, maintenance, technical, administration/finance and sales/marketing • a formally designated team or a group of employees in a common work area
Proactive maintenance strategies and associated analyses	Proactive maintenance strategy and associated analyses may include: • TPM and RCM • root cause analysis (RCA) • mean time between failures (MTBF) • failure mode and effects analysis (FMEA) • condition monitoring
TPM	TPM is an application of total quality management to maintenance with the intention of increasing reliability, getting it right first time and increasing OEE
RCM	RCM moves maintenance from reactive, or even planned/programmed, towards a focus on uptime and OEE
OEE	OEE is the combination of the main factors causing loss of productive capacity from equipment/plant and is: *OEE = availability x performance x quality rate* where: • availability takes into account losses due to breakdown, set-up and adjustments • performance takes into account losses due to minor stoppages, reduced speed and idling • quality rate takes into account the losses due to rejects, reworks and start-up waste
MTBF	MTBF is one key measure of the effectiveness of a maintenance procedure, and is an indicator as to whether root causes are being found and resolved. If MTBF is reducing, then it is an indicator that the maintenance regime is failing
FMEA	FMEA is a systematic approach that identifies potential failure modes in a system, product, or operations/assembly operation caused by either design or operations/assembly process deficiencies. It also identifies critical or significant design or process characteristics that require special controls to prevent or

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	detect failure modes. FMEA is a tool used to prevent problems from occurring. Some industry sectors have highly adapted forms of FMEA and may practice traditional FMEA in say their routine maintenance while using another technique, such as Hazard and Operability Studies (HAZOP) for design and modification. HAZOP is a form of FMEA which has been practiced by the process industries for over 30 years and examines the implications of changes in process conditions to process stability.
Condition monitoring	Condition monitoring often involves quite sophisticated monitoring of equipment, including such things as: • vibration monitoring • instrumental analysis of lubricating oil, and so on, to determine the current state of the equipment, monitor the change in this condition, and predict when it needs servicing/maintenance to maintain reliability For this unit an awareness level only of condition monitoring and its implications for team operations is required.

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405001A Develop competitive systems and practices for an organisation

Modification History

New unit, superseding MSACMS600A Develop a competitive manufacturing system - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to develop new strategies for competitive systems and practices or make improvements to existing systems and practices.

Application of the Unit

This unit applies to a manager, technical specialist or similar in an organisation implementing competitive systems and practices, or in an organisation wishing to embark on the competitive systems and practices path. The person needs to be able to analyse the needs of the organisation and develop strategies and systems for effective implementation and continuous improvement of competitive systems and practices in the organisation.

This unit primarily requires the application of skills associated with communication in gathering, analysing and applying information and consulting with stakeholders. Problem solving, initiative and enterprise, and planning and organising are required to determine effective competitive systems and practices strategies for the organisation. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into competitive systems and practices strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Determine appropriate analytical techniques	1.1	Liaise with key stakeholders to determine objectives of operations strategy
		1.2	Examine current operations to determine major areas requiring improvement
		1.3	Compare possible strategies, techniques and tools against organisation needs
		1.4	Select possible strategies, techniques and tools
		1.5	Consult with key stakeholders to confirm selected strategies, techniques and tools
2	Develop competitive systems and practices strategies	2.1	Estimate benefit/cost ratio for major stakeholders and the value stream overall
		2.2	Determine preferred operations strategy
		2.3	Examine and adapt strategy to organisation needs and priorities
		2.4	Examine and adapt competitive systems and practices techniques and tools required to implement strategy
		2.5	Negotiate with key stakeholders to develop an implementation plan
		2.6	Determine key information and performance indicators required

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3	Implement strategy	3.1	Determine data collection required
		3.2	Identify and evaluate methods of collecting and processing required data
		3.3	Determine hardware and other resources required
		3.4	Evaluate skill needs required
		3.5	Ensure all resources/training are available and completed
		3.6	Implement strategy
4	Monitor implementation of strategy	4.1	Compare information/performance indicators with desired levels
		4.2	Liaise with key stakeholders regarding strategy issues
		4.3	Identify areas requiring adjustment
		4.4	Make required adjustments

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- analysing current state/situation of the organisation and value stream, including appropriateness of strategy, operations and internal and external relationships, including value stream members
- determining appropriate key performance indicators (KPIs) and overseeing data collection
- selecting appropriate competitive systems and practices tools and techniques, such as:
  - value stream mapping
  - 5S
  - Just in Time (JIT)
  - mistake proofing
  - process mapping

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    - establishing customer pull
    - kaizen and kaizen blitz
    - setting of KPIs/metrics
    - identification and elimination of waste
- communicating at all levels in the organisation and value stream and to audiences of different levels of literacy and numeracy
- prioritising situations and actions based on:
    - customer benefit
    - cost/benefit analysis
- reviewing and modifying strategies and KPIs, as required

Required knowledge

Required knowledge includes:

- competitive systems and practices principles and tools, including:
    - value stream mapping
    - 5S
    - JIT
    - mistake proofing
    - process mapping
    - establishing customer pull
    - kaizen and kaizen blitz
    - setting of key performance indicators/metrics
    - identification and elimination of waste
- methods of estimating costs/benefits
- acceptable benefit/cost ratios
- continuous improvement principles
- principles of motivation and leadership
- characteristics and strengths of different types of strategies, techniques and tools, such as 5S, JIT, six sigma, lean operations and agile operations
- business goals sufficient to match the strategy to the business needs
- strategic thinking
- principles of process equipment and how to improve its reliability
- resources required and how to obtain them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • determine appropriate analytical techniques • develop strategies that deliver the greatest overall benefit • implement the strategies • monitor the implementation of the strategy.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to

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	accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures

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	• current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Competitive systems and practices techniques and tools	Competitive systems and practices techniques and tools may include: • value stream mapping • 5S • JIT • mistake proofing • process mapping • establishing customer pull • kaizen and kaizen blitz • setting of KPIs/metrics • identification and elimination of waste (muda) • standardisation
Value stream	The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement. Depending on the operations and the customer requirement stages where value stream actions may occur include: • sales outlet/representative • information gathering, data analysis and research • product design • raw material sourcing • intermediate processing • final assembler/collation/preparation • support services (e.g. accounting, finance and legal) • storage and delivery to customer • after market support

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Unit Sector(s)

Unit sector	Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405020A Develop quick changeover procedures

Modification History

New unit, superseding MSACMT620A Develop quick changeover procedures - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to develop/improve changeovers for equipment, processes or operations. It includes critically analysing existing changeovers, applying quick changeover principles, and developing improved changeover procedures.

Application of the Unit

This unit applies to managers, technical specialists or similar in an organisation that has adopted or is adopting a quick changeover approach to its changeovers. The changeovers may be to equipment, processes or operations. This unit applies to the structured development and/or improvement of the changeover procedures.

This unit requires the application of skills associated with communication, problem solving, initiative, enterprise, planning and organising in order to analyse and determine changeover procedures. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the development of procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

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unit of competency.	text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse changeover	1.1	Critically observe changeover process
		1.2	Identify steps in changeover
		1.3	Identify start situation and required finish situation for changeover
2	Apply quick changeover principles	2.1	Identify changes to the start situation and required finish situation which are possible
		2.2	Identify internal and external changeover activities
		2.3	Identify activities which could be improved/eliminated
		2.4	Eliminate/reduce adjustments required after changeover
		2.5	Develop improved changeover process and recommendations for implementation procedure
		2.6	Liaise with relevant people to validate recommendations
3	Assess and minimise risks in changeover	3.1	Analyse hazards and risks from all steps in changeover
		3.2	Apply ergonomic principles and hierarchy of control to each equipment and manual hazard
		3.3	Assess any regulatory risk in changeover
		3.4	Minimise hazards during changeover ensuring final risk profile is acceptable
4	Implement	4.1	Acquire any required resources and approvals

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improved changeover	4.2	Organise trials of improved changeover
	4.3	Monitor trial
	4.4	Make adjustments to changeover process
	4.5	Implement improved changeover process

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- critically analysing an existing changeover, including a detailed examination of all actions and delays and the times taken
- determining key steps in changeover
- identifying regulatory implications and other risks changes to procedures
- differentiating between habitual practice and necessary activity
- identifying opportunities to maximise external set up work
- communicating with others to explain and supervise changed procedures

Required knowledge

Required knowledge includes:

- principles of quick changeover
- equipment and operating environment of activities subject to quick changeover
- regulatory and commercial obligations and risk environment for operations subject to quick changeover analysis
- safe movement and other relevant occupational health and safety (OHS) principles
- relevant procedures
- purposes/requirements of changeover
- sourcing of resources
- trialling procedures

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • observe and analyse steps in an existing changeover • manage risks in adjusting changeover procedures • develop changeover adjustments that deliver the greatest overall benefit • supervise changeover procedure trials.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenario, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess

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	underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping

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	• problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Changeover	Changeover may refer to: • equipment exchanges, such as an exchange of dies/tools (traditional) • change between batches • change between campaigns (process manufacturing) • quantum equipment/process change to produce a different product
Quick changeover	Quick changeovers may be known by a number of alternative titles depending on the industry sector. In manufacturing quick changeovers may be referred to as: • single minute exchange of die (SMED) • single-digit set-up – performing a set-up activity in a single-digit number of minutes (i.e. fewer than ten) • one touch exchange of die (OTED) – literally, changing a die with one physical motion, such as pushing a button – broadly, an extremely simple procedure for performing a set-up activity While the term die is the traditional term, organisations that require changeovers using other equipment are also covered by this unit. This unit may not be applicable to a totally continuous operation producing only the one product, or simultaneous range of products. This is not applicable to a maintenance/pressure vessel inspection (PVI) shutdown as experienced by the continuous process manufacturers. However, where there are continuous operations on a campaign basis, it may be applied to the development of changeover procedures between campaigns or similar changeovers
Set-up work	Set-up time is the work required to change over a machine or process from one item or operation to the

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	next item or operation. It can be divided into two types: • internal set-up work that can be done only when the machine or process is not actively engaged • external set-up work that can be done concurrently with the machine or process performing productive duties
Principles	The principles of quick changeover include: • the principles of efficient movement as well as an understanding of equipment features and aids, including jigs, fixtures, locating devices and mechanical aids which will reduce human effort and time required
Improved/eliminated	Activities which should be improved/eliminated include: • those which take time or are unreliable in terms of outcome • those which are difficult to do or have adverse OHS implications (e.g. repetitive strain injury, back injury and finger injuries)
Hazards and risks	Hazards and risks include those related to: • OHS • regulatory compliance • environment • commercial and contractual obligations An acceptable risk profile for changeovers is one which, at the minimum, meets regulatory and organisation requirements and does not increase the current risk profile
Procedures	Procedures may include: • work instructions • standard operating procedures • formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plan • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other

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	format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405050A Determine and improve process capability

Modification History

New unit, superseding MSACMT650A Determine and improve process capability* - Equivalent

* New prerequisite *MSS404052A Apply statistics to operational processes* superseding MSACMT452A Apply statistics to processes in manufacturing

Unit Descriptor

This unit of competency covers the skills and knowledge required to determine the actual (as distinct from design) capability of a process and then to analyse that process to remove assignable causes and reduce random causes. This would typically be done by a manager or technical expert support person either working in a team, or in close liaison with key stakeholders. Process capability is typically calculated using standard deviations.

Application of the Unit

This unit applies to an individual (who may be a production manager, plant/process engineer, technical specialist or similar) who is responsible for developing plans to stabilise and then improve process capability and following agreement the implementation of the plans to improve process capability. The organisation may use either a six sigma or three sigma process.

This unit primarily requires the application of skills associated with communication in gathering and analysing data and consulting with relevant personnel. Teamwork, problem solving, initiative and enterprise, and planning and organising are required to determine causes to variations and implement solutions. This is done in an environment using computer technology and also requires aspects of self-management and learning to ensure feedback and new learning is integrated into process improvements and operations management control systems.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

MSS404052A Apply statistics to operational processes

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Obtain data for process capability study	1.1	Identify the process requiring capability analysis including relevant procedures
		1.2	Identify customer specifications for product or service
		1.3	Obtain process capability data
2	Analyse data	2.1	Identify assignable causes of variation in liaison with relevant personnel
		2.2	Develop solutions to eliminate variation due to assignable causes in liaison with relevant personnel
		2.3	Analyse random variations for possible causes in liaison with relevant personnel
		2.4	Confirm causes of random variation
		2.5	Develop solutions to reduce random variations in liaison with relevant personnel
3	Take action to improve process	3.1	Develop plans to implement solutions
		3.2	Liaise with relevant personnel to implement solutions

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capability	3.3	Gain necessary approvals, as required
	3.4	Monitor implementation and make adjustments, as required
	3.5	Determine new/revised process capability
	3.6	Implement revised process capability regime

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using a variety of statistical methods and calculations
- communicating and negotiating at all levels in the organisation and value stream and with individuals of different levels of literacy and numeracy
- negotiating with employees, suppliers and customers, where necessary, to achieve access to, or collection of, data
- planning process and data collection changes required for process improvement, including:
  - objectives
  - performance indicators to be monitored to indicate success of change
  - resources required
  - training required
  - communication and liaison required with employees, suppliers and customers
  - implementation period required
- analysing variations and categorising into assignable and random cause
- undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialised nature and in a wide variety of contexts
- working in and leading teams for data collection and process improvement
- using software computers and terminals, as required, to collect and analyse data

Required knowledge

Required knowledge includes:

- data collection methods
- data processing techniques required to establish variability and normal distribution
- calculate three sigma or six sigma processes, as relevant

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- random and non-random results and processes for recognition of assignable causes
- causes of different types of non-random results
- causes of random variation
- process understanding sufficient to translate the data into variations in the process and determine methods of controlling them

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • collect or obtain data relevant process capability data from a variety of sources data • work with people and analyse data to determine assignable causes • plan and prepare improvement proposals • monitor implementation of improvement proposals.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects

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	• suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems

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	• supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise • the work organisation, culture, regulatory environment and the industry sector
Six sigma	Six sigma refers to: • a statistical tool for recording defects and determining capability which equates to only 3.4 defects per million opportunities for each product or service transaction Six sigma is also used as a general term covering a competitive systems and practices approach. Six sigma training typically covers several units of competency in this Training Package
Three sigma	Three sigma refers to: • a traditional statistical process control uses three sigma limits which equates to 3 defects per thousand opportunities for each product or service transaction
Process capability data	Process capability data includes: • customer requirements for product or service • process stability (control chart) performance • other charts and data
Procedures	Procedures may include: • work instructions • standard operating procedures

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	• formulas/recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the plant • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MSS405070A Develop and manage sustainable energy practices

Modification History

New unit, superseding MSACMT670A Develop and manage sustainable energy practices - Equivalent

Unit Descriptor

This unit of competency covers the skills and knowledge required to identify opportunities for, and make improvements in, sustainable energy practices in an organisation. Areas covered include efficient use of raw materials, management of waste, electricity conservation, heat conservation and management, water management, environment protection and environment obligations of enterprises.

Application of the Unit

This unit applies to an individual who is required to establish systems for improved energy practices in an organisation. The unit involves analysis of energy used in processes and operations and categorising the energy use according to lean principles. The unit covers categorising energy into necessary use and waste with the waste being further categorised into necessary waste and unnecessary waste. Strategies for eliminating or minimising energy waste are covered with benefit/cost analyses being required for strategies.

This unit primarily requires the application of communication and problem solving skills associated with collecting and analysing information. An ability to analyse energy use of technology or processes will be applied. Initiative and enterprise, and planning and organising are also required to develop plans for efficient energy use. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the development of processes.

Where the quantum of energy used is not easily available or a formal calculation of energy use is required through an energy balancing calculation (e.g. for regulatory purposes) the unit *MSS015011A Conduct a sustainability energy audit* may also be required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Analyse energy use	1.1	Identify all energy consuming processes
		1.2	Determine quantity and nature of energy consumed
		1.3	Analyse energy consumed and generated in different parts of the process
		1.4	Determine source of energy consumed in process
2	Develop energy conservation plans	2.1	Determine the efficiency of use of energy by all energy consuming processes
		2.2	Determine causes of low efficiency of use
		2.3	Develop plans for increasing the efficiency of energy use
		2.4	Determine benefit/cost of plans
3	Develop energy trading plans	3.1	Compare energy generating activities with energy consuming activities
		3.2	Determine feasibility of energy consuming activities using energy generated by other activities

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		3.3	Develop plans for energy trading
		3.4	Determine benefit/cost of plans
4	Investigate alternative sources of energy	4.1	Develop a specification for energy required
		4.2	Identify a range of sources for that energy
		4.3	Determine benefit/cost for alternative energy sources
5	Develop plans for more efficient energy use	5.1	Compare benefit/costs for different alternatives developed
		5.2	Rank proposals based on benefit/cost compare to limited resources
		5.3	Check proposals meet regulatory requirements
		5.4	Recommend proposals for improving energy efficiency
6	Implement selected plans	6.1	Liaise with relevant people to implement energy efficiency plans
		6.2	Follow through to ensure implementation occurs
		6.3	Monitor implementation and make adjustments, as required
		6.4	Check new energy usage to ensure improvements have occurred

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- using common units, symbols and formulae common in energy-related calculations
- applying mathematics

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- communicating with a variety of groups and individuals using different media
- solving complex problems individually and as part of a team
- reviewing range of existing data for suitability and determining where new data gathering is required
- planning and organising complex whole of organisation activities relating to energy use, including objectives, timelines, implementation procedures and monitoring strategy
- determining where energy balancing techniques are required
- accessing manufacturers' data and other sources of energy consumption for individual equipment and processes
- mapping processes and energy flows
- calculating, manipulating and interpreting numerical data
- ranking energy consumption and waste for area, sites or processes
- calculating the efficiency of use of energy by equipment and processes
- consulting with technical and operative staff on possible non-obvious energy wastes
- consulting and negotiating with stakeholders on implementation process for sustainability improvement

Required knowledge

Required knowledge includes:

- types and sources of energy
- methods of analysing energy efficiency for different types of energy
- methods of converting energy values from one form to another
- alternative sources of energy
- principles of energy efficiency
- relevant regulatory/legislative requirements
- energy trading schemes and procedures
- organisation and process needs for energy

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of their ability to: • gather appropriate data to allow energy analyses • categorise energy use into necessary use and waste • develop options for energy reduction including

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	presenting of alternatives and benefit/cost analyses • develop strategies and plans for energy use and monitor implementation.
Context of and specific resources for assessment	Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to: • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment. Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • workplace projects • suitable simulation • case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on) • targeted questioning • reports from supervisors, peers and colleagues (third-party reports) • portfolio of evidence. In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • Just in Time (JIT), kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree Competitive systems and practices should be interpreted so as to take into account: • the stage of implementation of competitive systems and practices • the size of the enterprise

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	• the work organisation, culture, regulatory environment and the industry sector
Waste	Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product. Within operations, categories of waste include: • excess production and early production • delays • movement and transport • poor process design • inventory • inefficient performance of a process • making defective items • activities which do not yield any benefit to the organisation or any benefit to the organisations customers
Necessary waste	Necessary waste is: • any activity or cost which does not contribute directly to customer benefit/feature in the product, and which cannot be avoided (e.g. regulatory compliance and fixed costs). Necessary waste cannot be eliminated but should be managed
Unnecessary waste	Unnecessary waste is: • any activity or cost which does not contribute directly to customer benefit/features in the product and can be avoided. Unnecessary waste should be eliminated as quickly as practical
Energy	Energy includes: • all sources of energy used by the process be it electricity, gas or mobile transport fuel The uses of the energy will also be potentially wide and include: • heating and cooling • moving materials (e.g. pumps and conveyors) • modifying materials (e.g. cutting, forming, weaving, knitting, reacting, moulding, extruding and mixing) • generating pressure/vacuum or providing motive power for equipment and transport
Energy trading	Energy trading means both formal trading where the organisation investigates alternatives to:

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	• the buying of energy through alternative suppliers and tender processes • selling of excess energy produced by the organisation to energy companies or other producers and • internal trading of excess energy from one area to an energy consuming area elsewhere in the organisation

Unit Sector(s)

Unit sector Competitive systems and practices

Custom Content Section

Not applicable.

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MTMCOR402C Facilitate Quality Assurance process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to oversee a Hazard Analysis Critical Control Point (HACCP)-based Quality Assurance (QA) program. This unit is suitable for meat retail, smallgoods, meat processing and food service establishments producing meat and meat products for domestic and export markets.

Application of the Unit

Application of the unit	This unit is applicable to supervisors or those with responsibility for all or part of a meat establishment HACCP- based QA program.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		
	MTMCOR203A	Apply quality assurance practices

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate the ongoing implementation of the QA program in the workplace	1.1. Regulatory basis for compliance with the company's HACCP-based QA program is identified. 1.2. Nature and importance of work instructions and ***Standard Operating Procedures*** (***SOPs***) is identified and workers are coached in their implications. 1.3. Work instructions and SOPs are written so that they comprehensively document the details required for competent performance. 1.4. Work instructions and SOPs are reviewed for accuracy. 1.5. Implementation of work instructions and operating procedures is monitored.
2. Monitor inspection and test records	2.1. Control and critical control points in the HACCP program are identified. 2.2. Procedures for monitoring products and processes are identified and implemented, where appropriate. 2.3. Critical limits and the causes for product or process not conforming are identified. 2.4. Inspection and test records are monitored to verify product quality and to identify performance trends. 2.5. Descriptions of proposals to introduce improved processes or procedures are contained in status

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ELEMENT	PERFORMANCE CRITERIA
	reports.
3. Respond to non-conforming product or processes	3.1. Procedures for taking corrective action are identified. 3.2. Corrective and preventative measures are implemented to prevent recurrence. 3.3. Procedures are devised or revised to support control measures. 3.4. Processes or conditions which could result in a breach of meat safety procedures are identified and corrective action is taken. 3.5. Process changes are introduced and controlled so that QA requirements are accomplished.
4. Review product samples and test results	4.1. Product ***sampling*** procedures are identified. 4.2. Post-collection procedures are identified according to SOPs. 4.3. Test results are reviewed and responded to in accordance with ***workplace requirements***.
5. ***Calculate*** yield, wastage and productivity indicators	5.1. Yield, wastage and productivity measures are calculated to determine performance outcomes. 5.2. Yield, wastage and productivity measures are compared with targets to determine variation of actual from planned performance.
6. Calculate ***calibration*** adjustments	6.1. ***Mathematical concepts*** associated with equipment calibration are used to determine adjustment to settings. 6.2. Calibration calculation is verified by checking the accuracy of the adjustment in the actual work performance.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • apply appropriate mathematical concepts and measures

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REQUIRED SKILLS AND KNOWLEDGE

- assemble product and process inspection, test and other quality data in prescribed format
- calibrate equipment accurately and verify calibrations
- communicate quality system and/or food safety system requirements clearly and precisely to workers
- determine and take corrective and preventative action
- establish and manage relevant project teams to develop and implement or update the necessary elements of the quality system and food safety system
- explain actual and potential problems evident from trend analysis
- apply the HACCP principles and the process for developing a QA or food safety program
- identify and apply relevant ***Occupational Health and Safety*** (***OH***&***S***) ***requirements***
- interpret the results and trends of process monitoring
- prepare process and product status ***reports*** recommending changes to improve processes and procedures
- prepare reports using primary and summary data, and appropriate language
- use relevant ***communication skills***
- review communication systems (spoken and written) to minimise the potential for misreporting and misunderstanding of food safety requirements, procedures and plans
- utilise available technology to record, manipulate, analyse and present or report data
- verify calibrating calculations
- explain the data the enterprise uses to record performance
- interpret the resulting trends of product monitoring and testing
- monitor records and documentation for accuracy and compliance
- monitor the accurate and timely recording of quality data

Required knowledge

Knowledge of:

- workplace, ***regulatory*** and customer requirements critical to the workplace's operation and success
- enterprise recall and traceability procedures
- post-collection procedures for handling samples
- purpose of the HACCP development and review process
- risks associated with samples and how they may be minimised
- the actual/potential problems which can occur if SOPs or work instructions or their equivalent are non-existent or not accurate
- document controls associated with a procedure change
- necessary scope of the ***QA system*** and food safety system to ensure requirements

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REQUIRED SKILLS AND KNOWLEDGE
are met • purpose of calibrating equipment • purpose of SOPs and work instructions • sampling procedure • implementation process for a change in the process • causes of variation and non-conformance and appropriate courses of action to rectify problems • critical limits for enterprise product or processes • actual and potential risks associated with uncontrolled changes in procedures • legal obligations of the enterprise and individuals for maintenance of the QA system • team requirements and team management processes or strategies

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and	Competency must be demonstrated in terms of current

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	regulatory requirements.
Context of and specific resources for assessment	Assessment must involve a demonstration of skills in the workplace.
Method of assessment	Recommended methods of assessment include: • assignment • quiz of underpinning knowledge • simulation • verified work log or diary • workplace demonstration workplace project • workplace referee or third-party report of performance over time. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this unit of competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
SOPs may relate to:	• personal hygiene • food preparation and processing • pest control

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RANGE STATEMENT	
	• waste disposal • cleaning • maintenance of premises • product recall • customer complaints • calibration.
Sampling and testing may be conducted by:	• external agencies.
Workplace requirements may include:	• enterprise QA policy, practices and procedures • enterprise-specific procedures • OH&S requirements • QA requirements • SOPs • the ability to perform the task to production requirements • work instructions.
Calculations may include:	• typical workplace circumstances used in primary recording and summary documentation • estimating techniques to confirm the general accuracy of calculations • manual operations or the use of a calculator. •
Mathematical concepts and measures may include:	• trends, norms, variation from norms, percentages, decimals, fractions and time series • quality data, including time series and trends, presented in tables and graphs.
Calibrations will typically relate to:	• measurements associated with weight, volume, temperature and length.

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• personal protective equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection

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RANGE STATEMENT	
	• head-wear • lifting assistance • mesh aprons • protective boot covers • protective hand and arm covering • protective head and hair covering • uniforms • waterproof clothing • work, safety or waterproof footwear • requirements set out in standards and codes of practice.
Reports may be:	• complex, contain technical, mathematical and graphic information and be presented in standard formats according to enterprise and legal requirements • according to statutory and workplace requirements and may involve: • a manual and/or electronic system • reports and presentations spoken, written and supported by graphs, pictures, charts and tables of primary or summary data • data presented in standard formats • spreadsheets used to record and manipulate data.
Communication skills may include:	• applying numeracy skills to workplace requirements • being appropriately assertive • empathising • establishing/using networks • interpreting the needs of internal/external customers • listening and understanding • negotiating responsively • persuading effectively • reading and interpreting workplace-related documentation • sharing information • speaking clearly and directly • working with diverse individuals and groups

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RANGE STATEMENT	
	• writing to audience needs.
Regulatory requirements may include:	• Export Control Orders • hygiene and sanitation requirements • relevant Australian Standards • relevant regulations • requirements set out in AS 4696:2007 Australian Standard for Hygienic Production and Transportation of Meat and Meat Products for Human Consumption • state regulations regarding meat processing.
QA systems may:	• incorporate food safety plans and programs. A food safety program systematically identifies the food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. It identifies where and how each hazard can be controlled, describes how these controls are to be monitored, the corrective action required if control conditions are not met and information to be recorded. The food safety program must comply with relevant federal, state, territory and industry legislation and regulations. Regulators may require the development of discrete food safety plans, rather than food safety plans embedded in the QA system.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

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Co-requisite units		

Competency field

Competency field	

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MTMCOR403A Participate in OH&S risk control process

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to participate in the reduction of OH&S risks in a meat processing plant.

Application of the Unit

Application of the unit	This unit is applicable to supervisors or those with OH&S responsibilities in abattoirs, boning rooms, knackeries, game processing plants, smallgoods plants, food services operations, wholesale and retail operations.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		
	MTMCOR204A	Follow safe work policies and procedures

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Participate in workplace inspections	1.1. Group processes are facilitated to identify potential OH&S hazards. 1.2. Workplace inspections are participated in to identify potential hazards as appropriate. 1.3. Reporting obligations are fulfilled. 1.4. Risk control processes are implemented.
2. Participate in OH&S risk control process	2.1. Risk assessment processes are participated in. 2.2. Hazards are controlled in accordance with hierarchy of controls. 2.3. Workplace procedures for dealing with hazardous events are initiated. 2.4. Information is provided to relevant parties in line with action or is reported to designated personnel.
3. Monitor implementation of safe work practices	3.1. Compliance with safe work practices is demonstrated by example. 3.2. Safe work performance by employees is monitored. 3.3. Safe work practices are implemented in accordance with ***regulatory requirements***.
4. Assist development of safe work practices	4.1. Changes to work procedures or Standard Operating Procedures (SOPs) are developed in line with outcomes of risk control processes and regulatory

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ELEMENT	PERFORMANCE CRITERIA
	requirements. 4.2. Employees are consulted in relation to the development of safe work practices. 4.3. Employee understanding of safe work procedures on-the-job is reinforced.
5. Contribute to participative arrangements for the management of OH&S	5.1. Organisational procedures for consultation over OH&S issues are implemented and monitored to ensure that all members of the work group have the opportunity to contribute. 5.2. Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution in accordance with workplace procedures. 5.3. Outcomes of consultation over OH&S issues are made known to the work group promptly.
6. Contribute to workplace rehabilitation program as appropriate	6.1. Contributions are made to workplace rehabilitation programs in accordance with rehabilitation co-ordinator and/or rehabilitation providers requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • demonstrate participative problem-solving techniques to identify and resolve OH&S issues • identify and apply extent of responsibility • identify and apply relevant ***OH&S*** and ***workplace requirements*** • demonstrate safe work practices associated with work tasks • identify OH&S hazards in the workplace • identify relevant ***hazard control equipment*** and explain function, safe operation, maintenance and storage requirements • use facilitation skills to ensure participation from all group members

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REQUIRED SKILLS AND KNOWLEDGE
• use relevant ***communication skills***
Required knowledge
• procedures for reporting hazards, accidents and incidents • risk management principles • process for developing and altering work procedures or SOPs

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated while exercising an appropriate level of involvement in the risk control process.
Context of and specific resources for assessment	Assessment must include demonstration of competence in a meat establishment.

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EVIDENCE GUIDE	
Method of assessment	Recommended methods of assessment include: • assignment • quiz of underpinning knowledge • simulation • verified work log or diary • workplace demonstration • workplace project • workplace referee or third-party report of performance over time. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this Unit of Competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Regulatory requirements may include:	• Export Control Act • hygiene and sanitation requirements • relevant Australian Standards • relevant regulations • requirements set out in AS 4696:2007 Australian Standard for Hygienic Production and Transportation of Meat and Meat Products for Human Consumption

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RANGE STATEMENT	
	• state and territory regulations regarding meat processing.

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh aprons
	  • protective boot covers
	  • protective hand and arm covering
	  • protective head and hair covering
	  • uniforms
	  • waterproof clothing
	  • work, safety or waterproof footwear
	• requirements set out in standards and codes of practice.

Workplace requirements may include:	• enterprise-specific procedures • OH&S requirements • Quality Assurance requirements • SOPs • the ability to perform the task to production requirements • work instructions.
Hazard control equipment may include:	• dust extractors • machine guards • mechanical aids • acoustic insulation • PPE.
Communication skills may include:	• applying numeracy skills to workplace requirements • being appropriately assertive • empathising • establishing/using networks • interpreting the needs of internal/external customers

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RANGE STATEMENT	
	• listening and understanding • negotiating responsively • persuading effectively • reading and interpreting workplace-related documentation • sharing information • speaking clearly and directly • working with diverse individuals and groups • writing to audience needs.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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MTMCOR404A Facilitate hygiene and sanitation performance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to monitor the hygiene and sanitation performance of a plant.

Application of the Unit

Application of the unit	This unit is applicable to supervisors or those with responsibilities overseeing hygiene and sanitation in meat processing establishments such as Quality Assurance (QA) officers and meat safety officers. It is applicable to meat processing, wholesaling, smallgoods and retailing operations.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		
	MTMCOR202A	Apply hygiene and sanitation practices

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret statutory and workplace requirements relating to hygiene and sanitation	1.1. ***Hygiene and sanitation***, ***regulatory*** and ***workplace requirements*** are explained to other workers to assist their workplace performance. 1.2. Employer and employee rights, responsibilities and obligations are implemented in achieving hygiene and sanitation compliance.
2. Monitor hygiene and sanitation performance	2.1. Hygiene and sanitation are monitored to workplace and statutory requirements to verify compliance. 2.2. Situations requiring action to improve hygiene and sanitation compliance are reported as part of the continuous improvement process. 2.3. Results of process and product monitoring are evaluated for their impact on hygiene and sanitation.
3. Respond to hygiene and sanitation problems	3.1. Hygiene and sanitation issues are investigated according to established processes and procedures to achieve resolution of the problem under examination. 3.2. Recommended action arising from the investigation is followed up and reported to ensure reinforcement and ***documentation*** of the outcomes.
4. Evaluate results of microbiological testing	4.1. Results of microbiological testing are analysed in terms of regulatory and workplace requirements. 4.2. Corrective action is taken in response to

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ELEMENT	PERFORMANCE CRITERIA
	microbiological results when required by workplace and regulatory requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • define the problem to be investigated • demonstrate understanding and application of HACCP systems • identify and apply ***Occupational Health*&*Safety* (*OH*&*S*) *requirements*** • plan approach to the investigation • evaluate the problem • explain and monitor workplace hygiene and sanitation policies, practices and procedures • ***report*** outcomes of the investigation • follow up post-investigation issues • identify action required to strengthen hygiene and sanitation compliance • implement the monitoring procedures • report monitoring outcomes • use techniques for individual and team resolution of the problem • use relevant ***communication skills***
Required knowledge
Knowledge of: • purpose of hygiene and sanitation monitoring • regulatory and commercial implications of inadequate control of hygiene and sanitation • company processes and procedures to conduct a hygiene and sanitation investigation • employer and employee rights, responsibilities and obligations regarding hygiene and sanitation • statutory requirements related to the site at which the person is employed

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency is demonstrated when taking an appropriate level of responsibility for the implementation of hygiene and sanitation SOPs.
Context of and specific resources for assessment	Assessment should involve analysis of real or simulated data for a meat processing operation.
Method of assessment	Recommended methods of assessment include: • assignment • quiz of underpinning knowledge • simulation • verified work log or diary • workplace demonstration of competency for the assessor • workplace project • workplace referee or third party report of performance over time.

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EVIDENCE GUIDE	
	Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this Unit of Competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Hygiene and sanitation requirements may include:	• relevant government regulations • workplace requirements. Statutory requirements may include relevant hygiene and sanitation, environmental and food safety legislation, and workplace policy, practices and procedures. Documentation may typically include status reports and technical manuals.
Regulatory requirements may include:	• Export Control Act • hygiene and sanitation requirements • relevant Australian Standards • relevant regulations • requirements set out in AS 4696:2007 Australian Standard for Hygienic Production

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RANGE STATEMENT	
	and Transportation of Meat and Meat Products for Human Consumption • state and territory regulations regarding meat processing.
Workplace requirements may include:	• enterprise-specific procedures • OH&S requirements • Quality Assurance (QA) requirements • Standard Operating Procedures (SOPs) • the ability to perform the task to production requirements • work instructions.
Documentation may include:	• status reports • technical manuals.

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh aprons
	  • protective boot covers
	  • protective hand and arm covering
	  • protective head and hair covering
	  • uniforms
	  • waterproof clothing
	  • work, safety or waterproof footwear
	• requirements set out in standards and codes of practice.

Reporting will be:	• according to statutory and workplace requirements and may be in manual and/or electronic systems.
Communication skills may include:	• applying numeracy skills to workplace requirements • being appropriately assertive • empathising • establishing/using networks

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RANGE STATEMENT	
	• interpreting the needs of internal/external customers • listening and understanding • negotiating responsively • persuading effectively • reading and interpreting workplace-related documentation • sharing information • speaking clearly and directly • working with diverse individuals and groups • writing to audience needs.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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MTMPSR412A Participate in product recall

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to initiate and participate in a product recall.

Application of the Unit

Application of the unit	This unit is applicable to plant managers, Quality Assurance (QA) personnel, managers and marketing personnel who have a role in implementing a product recall.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Participate in decision about disposition	1.1. Decision is made in relation to whether product is recalled according to workplace and product specifications.
2. Simulate a product recall	2.1. Criteria for a product recall are identified according to product specifications and ***workplace requirements***. 2.2. Product to be recalled is identified and traced according to product specifications and workplace requirements. 2.3. Individuals or groups involved in a product recall are identified and their role described. 2.4. Steps in recall are identified and described. 2.5. Product development is reviewed in consultation with those responsible. 2.6. Manufacturing methods and quality control methods are reviewed to prevent problems re-occurring.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
Ability to: • complete records of simulated product recall exercise and review for improvements to the recall procedure • use communications technology such as computers and telephones to facilitate product recall • identify and implement the procedure for a product recall • identify and apply relevant ***Occupational Health and Safety*** (***OH&S***) and ***regulatory requirements*** • identify records of product identification and traceability and use them for trace forward • use relevant ***communication skills***
Required knowledge
Knowledge of: • steps involved in implementing a product recall • reasons and procedures for initiating a product recall

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence.

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EVIDENCE GUIDE	
	All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated when utilising a documented product recall procedure and realistic data.
Context of and specific resources for assessment	Assessment can be based on participation in a comprehensive simulation.
Method of assessment	Recommended methods of assessment include: • assignments • quiz of underpinning knowledge • simulation • workplace project • workplace referee or third-party report of performance over time. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this unit of competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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RANGE STATEMENT	
Workplace requirements may include:	• Enterprise-specific procedures • OH&S requirements • QA requirements • standard operating procedures (SOPs) • the ability to perform the task to production requirements • work instructions.

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh aprons
	  • protective boot covers
	  • protective hand and arm covering
	  • protective head and hair covering
	  • uniforms
	  • waterproof clothing
	  • work, safety or waterproof footwear
	• requirements set out in standards and codes of practice.

Regulatory requirements may include:	• Export Control Act • hygiene and sanitation requirements • relevant Australian Standards • relevant regulations • requirements set out in AS 4696:2007 Australian Standard for Hygienic Production and Transportation of Meat and Meat Products for Human Consumption • state and territory regulations regarding meat processing.
Communication skills may include:	• applying numeracy skills to workplace requirements • being appropriately assertive • empathising

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RANGE STATEMENT	
	• establishing/using networks • interpreting the needs of internal/external customers • listening and understanding • negotiating responsively • persuading effectively • reading and interpreting workplace-related documentation • sharing information • speaking clearly and directly • working with diverse individuals and groups • writing to audience needs.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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MTMPSR414A Establish sampling program

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to establish a sampling program in a meat processing plant.

Application of the Unit

Application of the unit	This unit is applicable to Quality Assurance (QA) personnel and regulatory officers required to: • establish a sampling plan for testing or monitoring meat and meat products • prepare aseptic samples for testing • report on testing results.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and implement a valid ***sampling plan***	1.1. Sampling tables from AS 1199.1-2003 and AS 1199.0-2003 are recognised and used. 1.2. Items and purpose of sampling are determined. 1.3. Acceptable quality levels are determined in accordance with relevant Australian Standards. 1.4. Sampling plans are determined. 1.5. ***Sampling*** is conducted according to ***workplace requirements***. 1.6. Test results are recorded and monitored. 1.7. Test results are interpreted and ***reported*** to relevant personnel.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
Ability to: • establish a sampling plan according to relevant Australian Standards • demonstrate aseptic sampling techniques (for micro-sample or swabs) • apply ***mathematical*** skills to a level required to undertake accurate sampling • work effectively as an individual and as part of a team • identify and apply relevant ***Occupational Health and Safety*** (***OH***&***S***), ***regulatory*** and workplace requirements • record sampling information accurately to meet workplace and regulatory requirements • report test results promptly to relevant personnel • take action to improve work performance as a result of self-evaluation, feedback from others, or in response to changed work practices or technology • use relevant ***communication skills*** • utilise available workplace technology to establish, record and monitor sampling program data
Required knowledge
Knowledge of: • routine tests performed on meat or meat products in the plant • preparation and analysis of specimens or samples • requirements of relevant Australian Standards

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence.

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EVIDENCE GUIDE	
	Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency has to be demonstrated using the current Australian Standard and implementing an approved workplace procedure.
Context of and specific resources for assessment	Assessment must involve a demonstration of skills at a meat processing plant or related work situation.
Method of assessment	Recommended methods of assessment include: • assignments • quiz of underpinning knowledge • simulation • verified work log or diary • workplace demonstration • workplace project • workplace referee or third-party report of performance over time. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this unit of competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Sampling plans may include:	• a range of sampling points • a range of tests and procedures • different products or materials • test methods or procedures which may be developed to meet enterprise and/or regulatory or certification requirements.
Sampling may include:	• selecting carcases to visually inspect • selecting carcases, meat or food contact surfaces to take micro-swabs • selecting cartons to visually inspect.
Workplace requirements may include:	• enterprise-specific procedures • OH&S requirements • QA requirements • Standard Operating Procedures (SOPs) • the ability to perform the task to production requirements • work instructions. • enterprise recording systems may be electronic or manual.
Reports may:	• be presented orally or in writing in standard formats • be recorded and stored electronically or manually • contain complex information from several sources • include mathematical information • include technical, mathematical and workplace language.
Mathematical information and operations may relate to:	• deviations, norms, variations, acceptable limits and tolerances • digital or analogue controls, dials, measures • frequency • test results and readings, monitoring data.

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RANGE STATEMENT	

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh aprons
	  • protective boot covers
	  • protective hand and arm covering
	  • protective head and hair covering
	  • uniforms
	  • waterproof clothing
	  • work, safety or waterproof footwear
	• requirements set out in standards and codes of practice.

Regulatory requirements may include:	• Export Control Act • hygiene and sanitation requirements • relevant Australian Standards • relevant regulations • requirements set out in AS 4696:2007 Australian Standard for Hygienic Production and Transportation of Meat and Meat Products for Human Consumption • state and territory regulations regarding meat processing.
Communication skills may include:	• applying numeracy skills to workplace requirements • being appropriately assertive • empathising • establishing/using networks • interpreting the needs of internal/external customers • listening and understanding • negotiating responsively • persuading effectively • reading and interpreting workplace

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RANGE STATEMENT	
	documentation • sharing information • speaking clearly and directly • working with diverse individuals and groups • writing to audience needs.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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MTMP2002C Prepare animals for slaughter

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to manage and handle animals in lairage prior to slaughter.

Application of the Unit

Application of the unit	This unit is applicable to stock handlers in a slaughtering establishment.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage animals in ***lairage***	1.1. Animals are received into lairage according to ***workplace requirements***. 1.2. Animals in lairage are handled to minimise stress and according to workplace requirements. 1.3. Animal welfare issues in relation to the ***handling*** of animals in lairage are dealt with according to regulatory and workplace requirements including provision of food and water. 1.4. ***Records of all livestock movements*** on plant are maintained according to workplace requirements. 1.5. Animals are handled according to ***Occupational Health and Safety*** (***OH&S***) ***requirements***.
2. Present animals for slaughter	2.1. Animals are ***selected*** for slaughter according to ***product specifications*** and workplace requirements. 2.2. Animals are ***prepared*** for slaughter at a rate to maintain productivity according to workplace requirements. 2.3. Animals are presented for slaughter in a suitable condition to maintain the ***standards of product***. 2.4. Animals are presented for slaughter according to workplace, animal welfare, ***regulatory*** and OH&S ***requirements***.
3. Maintain flow and order of animals	3.1. Animals are made available to meet start-up times and chain speed requirements. 3.2. Flow and order of animals is maintained according to start-up times and chain speed requirements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- ensure mob or lot separation and comply with regulatory or importing country's requirements
- follow workplace recordkeeping procedures for receival of animals
- keep accurate stock receival records
- plan and maintain the flow and order of animals to meet production requirements
- move stock around pens and lairage in accordance with workplace requirements
- comply with animal welfare requirements for animals kept in lairage
- deal with sick and injured stock in accordance with workplace and regulatory requirements
- utilise stock identification systems accurately and comply with regulatory requirements related to the identification of stock
- work effectively as an individual and as part of a team
- apply relevant ***communication skills***
- fulfil OH&S requirements for handling stock in lairage
- meet workplace and regulatory requirements in relation to animal welfare requirements
- take action to improve own work performance as a result of self-evaluation, feedback from others, or in response to changed work practices or technology
- work cooperatively with other stock handlers

Required knowledge

- workplace Standard Operating Procedures (SOPs) and work instructions for animal handling
- animal welfare requirements
- regulatory and workplace requirements

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated when meeting the demands of moving stock to supply normal production requirements.
Context of, and specific resources for assessment	Assessment must be undertaken in an operating abattoir.
Method of assessment	Recommended methods of assessment include: • quiz of underpinning knowledge • workplace demonstration • workplace referee or third-party report of performance over time. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this unit of competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Lairage facilities will vary according to the species and may include:	• paddocks • pens • sheds • yards.
Workplace requirements may include:	• enterprise-specific requirements • OH&S requirements • Quality Assurance (QA) requirements • SOPs • the ability to perform the task to production requirements • work instructions.
Livestock ***handling*** methods may include the use of goads such as:	• audio • dogs • electrical • mechanical.
Records of livestock movement may include:	• receivable documents • reconciliations of livestock on hand • slaughter data.

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh aprons

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RANGE STATEMENT	
	• protective boot covers • protective hand and arm covering • protective head and hair covering • uniforms • waterproof clothing • work, safety or waterproof footwear • requirements set out in standards and codes of practice.
Selection of suitable livestock for slaughter may require consideration of:	• health status • length of lairage period • product specification.
Product specification may be described by:	• breed or type • carcase characteristics (e.g. age, sex, weight) • skin, hide or coat characteristics • species • standard of preparation and presentation.
Animal ***preparation*** may include:	• whole or partial wash down.
Standards of product may be described by:	• customer specifications • industry standards • workplace grades or classification.
Regulatory requirements may include:	• animal welfare • hygiene and sanitation requirements • relevant regulations • requirements set out in AS 4696:2007 Australian Standard for Hygienic Production and Transportation of Meat and Meat Products for Human Consumption • state and territory regulations regarding meat processing.
Communication skills may include:	• listening and understanding • reading and interpreting workplace documentation • sharing information • speaking clearly and directly • working and communicating with diverse individuals and groups.

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Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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MTMPS5603B Develop, manage and maintain quality systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to establish, maintain and control an enterprise quality system. It also covers the skills and knowledge needed to lead people, manage systems and build quality into all enterprise systems and operations. The development and management of quality systems affects the ability of the enterprise to operate in specific markets and influences customer and consumer confidence in enterprise products.

Application of the Unit

Application of the unit	This unit is of particular interest to Quality Assurance (QA) managers and personnel, production managers and supervisors operating in a meat industry context. At this level individuals exercise considerable responsibility and accountability within enterprise structures and are required to make primary contributions to the values, goals and operations of the enterprise. They will typically have responsibility for the establishment and review of systems for the site or department. They may work with the assistance of external experts to develop plans and strategies.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Establish ***requirements of the quality system***	1.1. Policies expressing the organisation's commitment to the quality system and processes are developed. 1.2. Legislative requirements for enterprise quality systems are identified. 1.3. Scope and objectives of the quality system are determined, including links with all enterprise operations, customers, suppliers and contractors. 1.4. Quality performance standards, including customer and supplier service standards, are established consistent with the direction and goals of the enterprise. 1.5. Resource requirements are identified and included in financial, human resource and operational plans.
2. Design and prepare	2.1. ***Quality systems*** are selected and designed to meet

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ELEMENT	PERFORMANCE CRITERIA
for the quality system	enterprise, customer and regulatory requirements. 2.2. Quality principles underpin all enterprise operations to achieve business goals and performance standards. 2.3. Responsibilities for development, implementation and operation of the system are clearly defined and communicated. 2.4. Personnel from all levels and areas of the organisation are involved in the development and implementation of the quality system. 2.5. ***System components***, ***procedures*** and supporting ***documentation*** are developed and validated. 2.6. Consultative and communication strategies are developed to link the quality system with all aspects of enterprise operations. 2.7. Supplier or contractor service standards and ***audit*** requirements are determined and negotiated. 2.8. ***Performance measures*** and indicators are developed to measure performance against policies, goals and performance standards.
3. Implement and ***monitor*** the quality system	3.1. Implementation plan is prepared and resourced. 3.2. Training plans to provide personnel at all levels with quality concepts and skills are prepared and resourced. 3.3. Quality system requirements and customer focus are addressed in the establishment, operation and evaluation of all enterprise systems. 3.4. Control and preventative action measures are identified and validated. 3.5. Corrective action procedures are developed and monitored. 3.6. Procedures for reporting, recording and responding to non-conformances and non-compliances are established. 3.7. Customer and supplier service standards are monitored and documented. 3.8. Quality data is collected and analysed, and implications reported. 3.9. Quality costs and performance are monitored. 3.10. Quality system is prepared for external review and approval by relevant authorities.
4. Continuously improve	4.1. Impacts of the quality system on enterprise

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ELEMENT	PERFORMANCE CRITERIA
the quality system	operations are monitored and reviewed. 4.2. Responses to customer complaints and requests are resolved and used to improve the system. 4.3. Procedures for the ongoing identification and resolution of issues are established. 4.4. Quality system is updated for changes in process, technical information, customer and regulatory requirements. 4.5. ***Stakeholders*** are included in decision making and continuous improvement processes and strategies. 4.6. Quality results, findings and conclusions are fed into improvement processes. 4.7. Costs and benefits of the quality system are analysed. 4.8. Quality goals and targets are continuously reviewed.
5. ***Communicate quality outcomes***	5.1. ***Certification*** of product and processes consistent with quality outcomes is completed according to customer and regulatory requirements. 5.2. Regulatory authorities and agencies are promptly notified of breaches and non-compliance incidents. 5.3. Quality outcomes are used to promote public confidence in enterprise products and services.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • analyse complex ***statistical data*** and prepare corrective responses to non-conformances and variations identified in the data, relevant to enterprise quality systems and operations • apply ***quality*** concepts and ***tools*** to problem solving and the development of quality data collection, ***data management systems*** and analysis strategies • apply substantial product and process knowledge to the development of the quality system and the ***interpretation*** of quality data

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REQUIRED SKILLS AND KNOWLEDGE

- apply relevant ***communication*** and ***mathematical skills***
- communicate quality goals, requirements and findings to stakeholders in formats and styles appropriate to the context and purpose
- develop quality policies for the enterprise in consultation with senior management and other stakeholders
- develop consultative and feedback procedures and opportunities for identification and resolution of quality issues and problems
- develop continuous improvement processes and team building using the 'plan, do, check, act cycle'
- consult, negotiate with and report to regulatory authorities openly and promptly, consistent with enterprise ethical standards, including the notification of breaches and the preparation of non-compliance reports
- develop workforce commitment, capability and responsibility for the quality system, including identifying, negotiating and scheduling training, inclusion of responsibilities and duties relating to quality system implementation and integration in all job descriptions and work instructions, clear communication of responsibilities and requirements, delegation of tasks and responsibilities and inclusion of the workforce in consultative and continuous improvement processes
- ensure the quality system meets legislative and ***regulatory requirements***
- exercise judgement, pragmatism and quality knowledge in the management and resolution of quality issues and problems
- identify and apply relevant ***Occupational Health and Safety*** (***OH***&***S***) and ***workplace requirements***
- identify appropriate ***monitoring systems*** and strategies to support the enterprise quality system
- identify, research and update sources of quality information and advice, including technical and regulatory information to support enterprise quality system
- lead personnel (e.g. Hazard Analysis Critical Control Point (HACCP) team, management, quality team, meat inspection team, laboratory, maintenance teams, processors and operators) in the implementation and improvement of the quality system
- monitor and analyse the ***costs*** of the quality system, including prevention costs, appraisal costs, total quality costs and failure costs
- monitor and certify processes and product to meet ***third -party*** requirements (e.g. importing country, public health requirements and customers)
- oversee ***audit processes*** (internal and external), act on audit findings and provide feedback to personnel for improvement of the system
- oversee the preparation for third party certification (where appropriate)
- plan and resource the enterprise training strategy, consistent with regulatory requirements, to assist personnel at all levels in the implementation of the quality system
- prepare and sign off quality policies, manuals and documentation for the enterprise, including the preparation and updating of preventative, corrective and responsive procedures and strategies, supplier criteria and specifications, supplier and

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REQUIRED SKILLS AND KNOWLEDGE
contractor audit requirements • prepare quality implementation plans, identifying goals, key personnel and areas, resources, strategies, timelines and milestones • present reports according to legal and enterprise requirements • resolve customer complaints promptly and provide corrective action responses • use appropriate questioning, observation, listening and recording skills in the collection and monitoring of quality data • where quality systems are based on HACCP principles or Good Manufacturing Practice (GMP), explain these principles and the implications for the enterprise quality system.
Required knowledge
Knowledge of: • key concepts, philosophies and tools of quality management • management and organisational structure of the enterprise and its impact on enterprise systems • the role audits play in a quality system • documentation requirements of the quality system, including levels, and their roles in the functioning of the system, including the requirement for effective and secure quality record keeping systems • enterprise goals and directions and their implications for the quality system • ***process capability*** • applicable quality standards, regulations, codes, legislation and customer requirements for the quality system and explain the implications for the enterprise • legal requirements for the establishment and maintenance of the enterprise QA system including responsibilities for reporting breaches to authorities and implementing audit findings • principles and functions of hazard analysis and control, validation, including auditing, and verification in quality systems.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for

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EVIDENCE GUIDE	
	evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated through sustained performance over time, at an appropriate level of responsibility and authority under typical operating and production conditions for the enterprise.

Context of and specific resources for assessment	Resources may include:
	• a real work environment
	• customer specifications
	• establishment's quality system, performance data
	• relevant documentation, such as:
	  • manufacturer instructions or operations manuals
	  • manufacturer requirements
	  • regulatory requirements
	  • workplace policy and procedures
	• relevant equipment and materials.

Method of assessment	Recommended methods of assessment include: • third party referee report of sustained performance at an appropriate level of authority and responsibility • assignment focusing on understanding and application of principles and theory to workplace operations • workplace projects which focus on the company environment and conditions.

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EVIDENCE GUIDE	
	Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this unit of competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Requirements of the quality system may include:	• control of documents, data and quality records • coverage of contracts, purchasing, supply, processing, handling, storage, packaging, preservation, storage and delivery of meat and meat products • definition of management responsibilities • design and process controls • inspecting and testing, control of non-conforming product, preventative and corrective action, and auditing • management of links and impacts on all systems within the enterprise • production identification and traceability • training.
Quality systems may include:	• Australian, and Australian and New Zealand standards • food and meat safety • industry specific standards • international standards (e.g. ISO 9000 series)

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RANGE STATEMENT	
	• Meat Safety Enhancement Program (MSEP) • Meat Safety Quality Assurance (MSQA) • Personal Qualities Assessment (PQA) • trade description and certification systems.
Systems components and procedures include:	• correction (e.g. disposition, corrective action, liability management and customer complaint resolution) • prevention (e.g. training, operator feedback, manuals, technology and equipment reliability and maintenance, statistical collection and information, supplier QA, Standard Operating Procedures (SOPs) and work instructions).
Where the quality system relates to food safety, relevant ***documentation*** may include:	• amendment registers • Critical Control Points (CCP) monitoring forms and additional monitoring requirements and supporting programs • critical control point work instructions • HACCP audit table • HACCP team register, product description and use • process flow charts, factory floor plan and hazard analysis table • schedules relating to hygiene, cleaning and sanitation procedures, work instructions, approved chemicals, calibration, pest control, training, and product identification and recall.
Audits of performance may include:	• compliance with regulatory requirements • external reviewers • human resource performance • QA, including meat and food safety • safety, energy and environment.
Performance measures for the total quality cost may include:	• quality cost per kg of product • quality cost per dollar of direct production costs.
Monitoring and analysis may be:	• periodic (e.g. hourly, daily and weekly) • in real time (electronically).
Stakeholders may include:	• company owners, directors, shareholders and financiers • competitors • management and employees • suppliers, customers and consumers

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RANGE STATEMENT	
	• unions and employer associations.
Systems for the ***communication of quality outcomes*** may include:	• development of quality teams • newsletters, bulletins and awards • problem-solving teams and sessions • quality meetings or circles • training.
Certification may include:	• AUS-MEAT certification • importing country requirements • Meat Standards Australia (MSA) certification • State, territory or public health requirements.
Statistical data analysis may include:	• correlation and regression analysis, bi-variate and multi-variate analysis • distribution • estimating and hypothesis testing • management • probability and statistical inference • process stability, capability and management • reliability planning • sampling • statistical process control requirements and charting applications • variations and variation monitoring.
Quality tools may include:	• cause and effect and fish bone diagrams • control charts • data points • flow charts • histograms • prioritisation matrices • process improvement models • process capability • pareto charts • team structures.
Data management systems may be manual or computerised, cover data collection, data monitoring and data analysis and interpretation, and may include:	• bar coding, identification, tagging and traceback systems • calculators • charting and graphing materials • computer software packages (e.g. spreadsheets and statistical analysis packages) • computerised equipment • manual measuring equipment (e.g.

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RANGE STATEMENT	
	thermometers, pressure gauges and scales) • monitoring sheets and records.
Data analysis and ***interpretation*** may include:	• Acceptable Quality Level (AQLs) • Chemical Lean (CL) levels • microbiological analysis (e.g. Total Viable Counts (TVC) and e-coli counts) • process capability analysis • process variation analysis • product monitoring • statistical process control • temperature (e.g. cooling and chilling rates).
Communication may:	• be with culturally, ethnically and socially diverse individuals and groups • involve information and communications technology (e.g. databases, internet search and e-commerce services) • occur in a variety of sensitive, conflictive, collaborative and supportive environments • be formal or informal and involve face to face, technological and electronic methods • require analysis and presentation of complex concepts, technical information, mathematical information and other data in simple or complex formats • require preparation of reports which may be complex, contain information from a range of technical sources and include mathematical and graphic information and data.

Mathematical skills may relate to:	• complex actual and hypothetical technical and financial modelling
	• calculations and interpretation and analysis
	• mathematical information, such as:
	  • product and product quality
	  • financial operations
	  • personnel
	  • operations
	  • sales and turnover
	  • exports.

Regulatory requirements may include:	• animal welfare • commercial law, including fair trading and trade practices

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RANGE STATEMENT	
	• consumer law • corporate law, including registration, licensing and financial reporting • environmental and waste management • Equal Employment Opportunity (EEO), anti-discrimination and sexual harassment • Export Control Act • hygiene and sanitation requirements • industrial awards and agreements • relevant regulations • state and territory regulations regarding meat processing • taxation.

OHS requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• Personal Protective Equipment (PPE):
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh aprons
	  • protective boot covers
	  • protective hand and arm covering
	  • protective head and hair covering
	  • uniforms
	  • waterproof clothing
	  • work, safety or waterproof footwear
	• requirements set out in standards and codes of practice.

Workplace requirements may include:	• enterprise-specific requirements • OH&S requirements • QA requirements • Standard Operating Procedures (SOPs) • the ability to perform the task to production requirements • work instructions.
Monitoring systems and strategies	• audits and reviews • feedback from stakeholders

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may include:	• inspection and testing procedures and regimes, including chemical and microbiological testing procedures, for validation and verification • statistical collection and analysis.
Quality ***costs*** include:	• appraisal (e.g. design appraisal, inspection, depreciation of quality equipment, process control and end product testing) • failure (e.g. scrap and waste, reinspection or retesting, disposal, down time, product downgrading, product liability, loss of custom, returned product and complaints) • prevention (e.g. training, auditing, process control engineering, testing, reporting and recall systems).
Third-party certification may include:	• Australian Quarantine Inspection Service (AQIS) accountabilities and inspection stamps/seals • customer requirements and specifications, including importing country requirements • licensing or registration requirements • national or international quality endorsement • product description and certification.
Audit processes include:	• planning • establishing controls • developing the team • conducting entry/exit meetings • controlling caucus meetings • issuing corrective action requests • preparing reports • giving feedback and input into the improvement of the system.
Process capability includes:	• operational capability (e.g. resources, risks, opportunities and commitments) • technical capability (e.g. personnel, equipment, systems and suppliers).

Unit Sector(s)

Unit sector	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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MTMPSR406B Manage and maintain a food safety plan

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to manage a food safety plan.

Application of the Unit

Application of the unit	Food safety is critical to public health and safety and the successful operation of meat industry businesses. This unit is suitable for managers in meat retail establishments, and supervisors and team leaders in smallgoods, meat processing and food services establishments, for maintaining the food safety plan or system in a designated work area.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Manage the implementation of the ***food safety plan***	1.1. Food safety principles, food safety procedures and requirements, including regulatory requirements, are explained to the ***team***. 1.2. Team commitment to, and responsibility for, food safety is developed. 1.3. Procedures to support the food safety plan are put in place. 1.4. Training and mentoring is provided to the team to assist implementation.
2. Monitor the food safety plan and take corrective action	2.1. Team implementation of the food safety plan is monitored. 2.2. ***Records*** and ***reports*** are completed accurately and on schedule. 2.3. Prompt action is taken to correct non-conformance according to enterprise and ***regulatory requirements***. 2.4. Causes of non-conformance are identified and analysed. 2.5. Control measures are implemented to prevent future non-conformance. 2.6. Non-conformance is reported according to enterprise requirements.
3. Maintain the food	3.1. Feedback is sought from all personnel to identify

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ELEMENT	PERFORMANCE CRITERIA
safety plan	potential hazards, corrective actions and controls. 3.2. Processes or conditions which could result in breaches of food safety procedures are identified and preventive or corrective action is taken. 3.3. Corrective action and control procedures are updated to improve food safety. 3.4. Documentation is completed according to enterprise and regulatory requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- collect, monitor and interpret data to identify trends and non-conformance
- ***communicate*** with a range of stakeholders, including customers, to convey food safety requirements and programs
- demonstrate current technical and process knowledge for the control of hazards and improvement of the food safety system
- demonstrate enterprise monitoring procedures (including sampling, testing and required records and documents) and explain their purpose
- determine and take corrective action
- identify and apply relevant ***Occupational Health and Safety*** (***OH***&***S***), regulatory and ***workplace requirements***
- identify and review operations and practices for food safety improvement
- identify enterprise ***Standard Operating Procedures*** (***SOPs***) and explain their role in the food safety system
- lead personnel/team in investigation of food safety incidents and potential incidents
- maintain currency of knowledge through independent research or professional development
- monitor records and documentation for accuracy and conformance
- respond to food safety incidents and implement food recall procedures as required
- review communication systems (spoken and written) to minimise the potential for mis-reporting and misunderstanding of food safety requirements, procedures and plans
- take action to improve own work practice as a result of self-evaluation, feedback

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REQUIRED SKILLS AND KNOWLEDGE
from others or in response to changed work practices or technology • use a range of communication and team building strategies to gain team commitment to food safety • use detailed product knowledge, including product characteristics and the requirements for safe preparation, processing, storage, handling, display, to monitor food safety • utilise problem-solving strategies required in investigating non-conformance and reviewing the food safety system
Required knowledge
• enterprise recall and traceability procedures • food safety requirements to the team • food safety risk assessment procedures • Hazard Analysis Critical Control Point (HACCP) principles and the process for developing a food safety plan • regulatory requirements that apply to the enterprise's food safety plan

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence.

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EVIDENCE GUIDE	
	All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated through sustained performance over time, at an appropriate level of responsibility and authority under typical operating and production conditions for the enterprise.

Context of and specific resources for assessment	Resources may include:
	• real work environment
	• relevant documentation such as:
	  • food safety plan and/or HACCP plan
	  • regulatory requirements
	  • workplace policies and procedures
	• relevant equipment and materials.

Method of assessment	Recommended methods of assessment include: • assignment or simulation • workplace project • workplace referee or third-party report on performance. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this unit of competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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RANGE STATEMENT	
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) may also be included.	
Food safety plans will be:	• based on HACCP principles • in standard formats and meet mandatory requirements
Teams may be:	• a department or small business • a food safety or HACCP team • all personnel in work area • two or more people.
Record-keeping systems may be:	• electronic and/or manual.
Reports may be:	• complex, contain technical, mathematical and graphic information and be presented in standard formats according to enterprise and legal requirements.
Regulatory requirements may include:	• animal welfare • commercial law including fair trading, trade practices • consumer law • corporate law, including registration, licensing, financial reporting • environmental and waste management • Equal Employment Opportunity (EEO), anti-discrimination and sexual harassment • Export Control Act • industrial awards, agreements • relevant Australian Standards • relevant regulations • state and territory regulations regarding meat processing • taxation.
Communication may:	• be spoken, written, non-verbal and include the use of signs, signals, symbols and pictures • be with colleagues, team members, superiors, customers, clients, external parties from a range of cultural, social and ethnic backgrounds • involve communication and information technologies • involve presentation of explanations and reports in language styles suitable for the

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RANGE STATEMENT	
	audience and include everyday workplace language, technical and mathematical language • involve reading and interpreting workplace-related documentation • require negotiation, persuasion and assertiveness skills.

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• hygiene and sanitation requirements
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh aprons
	  • protective boot covers
	  • protective hand and arm covering
	  • protective head and hair covering
	  • uniforms
	  • waterproof clothing
	  • work, safety or waterproof footwear
	• requirements set out in standards and codes of practice.

Workplace requirements may include:	• enterprise ethical standards, values and obligations • enterprise-specific procedures, policies and plans • OH&S requirements • Quality Assurance (QA) requirements • SOPs • the ability to perform the task to production requirements • work instructions.
Standard Operating Procedures may relate to:	• personal hygiene • food preparation and processing • pest control

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RANGE STATEMENT	
	• waste disposal • cleaning • maintenance of premises • product recall • customer complaints • calibration.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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MTMPSR5601B Design and manage the food safety system

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to design and manage food safety programs for a meat industry enterprise including meat processing, smallgoods, retail and food services operations. The unit also covers skills and knowledge for working with customers and consumers on food safety issues.

Application of the Unit

Application of the unit	This unit is appropriate for all managers in a food safety and/or Quality Assurance (QA) role, and for those working in production roles with responsibility for food safety and QA within their job role. Food safety is a critical element of product quality and is a priority for all sectors of the meat processing industry. Food safety is also a community issue and public perceptions of the safety of meat and meat products impact on the viability of meat processing enterprises.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Establish enterprise meat or food safety system requirements	1.1. Goals, scope and requirements of ***food safety system*** are determined, consistent with customer, enterprise and ***regulatory requirements***. 1.2. Alternative food safety systems are evaluated against enterprise requirements and preferred system is identified. 1.3. Development of the food safety system is carefully planned, using team and consultative approaches. 1.4. Resource requirements, including staff training requirements, for effective systems operation and maintenance are identified and obtained.
2. Develop food safety systems	2.1. Food safety responsibilities, obligations and roles are identified and clearly explained to ***stakeholders***. 2.2. Processes covered by the food safety system are identified and described.

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Food safety hazards are identified for all processes within the scope of the food safety system. 2.4. Hazard control measures are identified, developed and validated. 2.5. Procedures for ***preventative action*** are developed.
3. Establish monitoring procedures and corrective actions	3.1. Monitoring procedures are developed and ***monitoring*** information is used to inform ***corrective actions***. 3.2. Corrective actions are developed and implemented to effectively control hazards. 3.3. Recording and ***documentation*** procedures are developed, maintained and secured. 3.4. ***Strategies to support the workforce*** in the routine and consistent application of food safety systems are developed, resourced and implemented.
4. Evaluate food safety system	4.1. ***Audit procedures*** are established and audits monitored. 4.2. ***Verification procedures and schedules*** are established and verification information is used in the review of the food safety system. 4.3. Food safety system is reviewed and updated for changes in Australian Standards, ***technical information*** (including verification data) and process information according to established procedures. 4.4. Food safety systems are prepared for external review and approval by relevant authorities. 4.5. Performance information is used to measure performance against policies and goals.
5. Communicate food safety outcomes	5.1. Interactions with the public, regulatory authorities and agencies are conducted in a positive, cooperative and open manner. 5.2. Food safety incidents and non-compliances are reported promptly to relevant authorities. 5.3. Customer and consumer feedback is gathered, analysed and included in review of the food safety system. 5.4. Food safety system outcomes are documented to promote public confidence in enterprise products and services.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- analyse performance information to determine progress and areas for review or improvement
- consult with stakeholders to determine the scope of the ***food safety systems***, ***procedures and controls*** and identify food handling practices, processing techniques and support programs in use
- demonstrate detailed knowledge of Hazard Analysis Critical Control Point HACCP principles and techniques and where appropriate to the enterprise, Good Manufacturing Practices (GMP)
- demonstrate detailed knowledge of ***validation*** and verification (including audit) purposes and processes
- demonstrate substantial product and process knowledge and the microbiological, physical and chemical impacts on the safety of enterprise meat and meat products in the identification of hazards and the assessment and control of food safety risks
- determine measures for correcting processes or outcomes outside acceptable limits or support program requirements including procedure to be followed, when corrective action must be implemented, the person responsible for taking corrective action and the information to be recorded
- develop and validate control measures using objective data, industry guidelines and codes of practice
- develop performance standards and criteria for the food safety system
- develop strategies to support the workforce in the implementation of the food safety system
- establish internal audit processes and schedules, including developing and leading the audit team
- establish procedures to monitor, review and secure record-keeping systems consistent with regulatory requirements
- establish verification procedures and schedules and identify action required if the outcomes of verification indicate that the program requirements have not been met or that the original program was inadequate
- establish, monitor and continuously improve food safety support systems consistent with regulatory requirements
- evaluate alternative food and/or meat safety systems for suitability for enterprise goals and directions, enterprise operations, enterprise product, cost and customer and regulatory requirements
- identify and apply relevant ***Occupational Health and Safety*** (***OH***&***S***), regulatory

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REQUIRED SKILLS AND KNOWLEDGE
and ***workplace requirements*** • identify ***monitoring requirements*** and develop monitoring procedures ***for food safety hazards*** identified in the enterprise • identify workforce training needs and negotiate and schedule training to support system requirements and operation • liaise with suppliers to establish and monitor enterprise food safety and quality requirements for products and processes • maintain currency of knowledge through independent research or professional development • monitor ***public health requirements*** and concerns and prepare reports for the enterprise, public health authorities, customers and consumers on progress and outcomes of the food safety system. • monitor the implementation of preventative action measures, controls and actions to correct non-compliance or non-conformances • prepare accurate reports for senior management detailing compliance breaches/incidents, actions and outcomes and the implications for the enterprise • prepare action plans for the development and review of the food safety system, which include timelines, the establishment, leading and support of the HACCP team • prepare and present food safety system information, procedures, documentation and reports in languages, formats and styles appropriate for the audience and purpose • prepare ***communication*** strategies to inform internal and external stakeholders of progress and outcomes of the food safety system • prepare HACCP plans and support documentation including hazard analysis charts and tables, manuals, data analysis reports, corrective action reports and verifications reports, Standard Operating Procedures (SOPs) and work instructions where appropriate for the enterprise system • provide feedback to the workforce or team on food safety performance • take action to improve own work practice as a result of self-evaluation, feedback from others or in response to changed work practices or technology. • use appropriate communication skills and strategies for informing and confirming the roles, responsibilities and obligations of all participants in the operation of the enterprise • use available technology and ***data management systems*** to gather, record, manipulate, interpret and report food safety data and information
Required knowledge
Knowledge of: • enterprise's ethical standards and the implications for the food safety system • roles, responsibilities and obligations of the enterprise and individuals in the food safety system • regulatory requirements for food safety, including HACCP-based programs,

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REQUIRED SKILLS AND KNOWLEDGE
support programs, record-keeping, verification and internal/external audits, and explain the implications for enterprise operations • scope, auditor role and responsibility, and scheduling requirements for internal and external audit process • legal responsibilities for reporting audit findings, including breaches and non-compliances to enforcement agencies, and for conflicts of interest, confidentiality, rights of appeal and giving evidence in court

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated through sustained performance over time, at an appropriate level of responsibility and authority under typical operating and production conditions for the enterprise.
Context of and specific resources for assessment	Resources may include:

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EVIDENCE GUIDE	

	• a real work environment
	• relevant documentation such as:
	  • workplace policies and procedures
	  • manufacturer instructions and operations manuals
	  • regulatory requirements
	• relevant equipment and materials.

Method of assessment	Recommended methods of assessment include: • a third-party referee report of sustained performance at appropriate level of authority and responsibility • assignment focusing on understanding and application of principles and theory to workplace operations • workplace projects which focus on company environment and conditions. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this unit of competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Food safety systems:	• are written documents required by legislation which specify how businesses will control all food safety hazards that are reasonably

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	expected to occur within a food enterprise • may be developed by personnel within the enterprise or by external consultants • may be developed within an enterprise's QA system or as a discrete program • must provide for the systematic monitoring of controls and actions to correct hazards not under control (records demonstrating action in relation to or in compliance with the food safety program must be kept) • may be for export or domestic processing, smallgoods manufacturing, wholesaling, cold stores or retail enterprises • may be ISO-based or non ISO-based.
Regulatory requirements may include:	• animal welfare • commercial law including fair trading, trade practices • consumer law • corporate law, including registration, licensing, financial reporting • environmental and waste management • Equal Employment Opportunity (EEO), anti-discrimination and sexual harassment • Export Control Act • industrial awards, agreements • Australian Standards • relevant regulations • state and territory regulations regarding meat processing • taxation.
Stakeholders may include:	• company owners, directors, shareholders, financiers • competitors • management and employees • regulatory authorities • suppliers, customers, consumers • unions and employer associations.
Preventative action may involve:	• revision of materials, processes and/or food handling procedures • revision of workplace practices and documentation such as specifications, SOPs, approved supplier programs, and work

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RANGE STATEMENT	
	instructions.
Product/process ***monitoring*** may be:	• microbiological or chemical testing • online testing • sensory.
A ***corrective action*** plan identifies:	• non-conformance • corrective actions • date by which action must be taken • other follow up requirements.
Food safety ***documentation*** includes:	• amendment registers • Critical Control Point (CCP) monitoring forms and additional monitoring requirements • CCP work instructions • factory/shop floor plan • HACCP audit table • HACCP team register • hazard analysis table • process flow charts • product description or use • supporting programs and schedules relating to hygiene, cleaning and sanitation procedures, work instructions, approved chemicals, calibration, pest control, training, product identification and recall.

Technical information includes:	• conditions for bacterial food poisoning, including:
	  • product composition
	  • temperature
	  • time
	  • aw
	  • pH.

Strategies to support the workforce in the implementation of the food safety system may include:	• clear signage • coaching and mentoring • development and presentation of procedures in plain language and visuals • implementation of problem-solving by work teams to develop and monitor food safety procedures • initial and refresher structured training programs • provision of appropriate work areas and

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RANGE STATEMENT	
	equipment.
Food safety systems, ***procedures and controls*** apply to:	• display, packaging and sale of food, including meat and meat products • equipment design, use and maintenance • handling and disposal of condemned or recalled food, including meat, products • location, construction and servicing of meat premises • processing, further processing and preparation of food including meat and meat products • receival, storage and transportation of food including meat and meat products.
Validation is:	• the identification, collection and analysis of objective information to confirm that operations (e.g. equipment, processes, procedures) are able to provide the required food safety outcomes.
Audit procedures include:	• planning • establishing controls • developing the team • conducting entry and exit meetings • controlling caucus meetings • issuing corrective action requests • preparing reports • giving feedback and input into the improvement of the system.
Verification procedures and schedules may be defined in:	• legislation relevant to the sector (verification applies to all aspects of the food safety program including documentation, auditing and support programs).

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• hygiene and sanitation requirements
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance

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RANGE STATEMENT	
	• mesh aprons • protective boot covers • protective hand and arm covering • protective head and hair covering • uniforms • waterproof clothing • work, safety or waterproof footwear • requirements set out in standards and codes of practice.
Workplace requirements may include:	• enterprise ethical standards, values and obligations • enterprise-specific procedures, policies and plans • SOPs • work instructions.
Monitoring requirements for food safety hazards include:	• a description of the method or procedure to be followed • the frequency and timing • the information to be recorded (procedures to be followed would typically be specified in the form of a SOP or work instruction) • the person responsible.
Public health requirements include the impacts of pathogenic bacteria such as:	• Clostridium etc • E.coli • Listeria • Salmonella • Yersinia.
Communication may:	• be spoken, written, non-verbal and include the use of signs, signals, symbols and pictures • be with colleagues, team members, superiors, customers, clients, external parties from a range of cultural, social and ethnic backgrounds • involve reading and interpreting workplace documents • require the use of negotiation, persuasion and assertiveness skills.
Data management systems may be manual or computerised, cover data collection, data monitoring and data analysis and	• calculators • charting and graphing materials • computer software packages including spreadsheets, statistical analysis packages

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RANGE STATEMENT	
interpretation and include:	• computerised equipment • inspection regimes • manual measuring equipment (e.g. thermometers, pressure gauges, scales) • monitoring sheets and records • product quality and safety.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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MTMS313A Prepare product formulations

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to prepare product formulations in a meat establishment.

Application of the Unit

Application of the unit	Skilled operators involved in the preparation of salamis and smallgoods products and mixing combinations of additives, spices and binders may require this unit.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare product formulations	1.1. Recipes and product specifications are followed to formulate products in accordance with ***workplace*** and ***regulatory requirements***. 1.2. Products are formulated in accordance with product specifications, ***hygiene and sanitation***, regulatory and workplace requirements. 1.3. ***Ingredients*** are checked to ensure they meet product specifications and regulatory requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
Ability to: • follow recipes and product specifications to formulate products • formulate products • apply relevant ***communication*** and ***mathematical skills*** • work effectively as an individual and with other team members • apply relevant Occupational Health and Safety (***OH&S***) ***requirements*** • use ***equipment*** according to manufacturer's specifications and workplace requirements

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
Knowledge of: • functions, dangers and legal implications of various ingredients • usage and purpose of various ***additives***, spices, binders and ingredients in the products • relevant OH&S requirements

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated over time and under typical operating and production conditions for the enterprise.
Context of, and specific resources for assessment	Assessment must occur in the workplace under normal production conditions.

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EVIDENCE GUIDE	
	Resources may include: • appropriate blending equipment • product specifications and recipes • workplace environment.
Method of assessment	Recommended methods of assessment include: • workplace demonstration • quiz • question and answer • observation of performance over time. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this Unit of Competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Workplace requirements may include:	• Enterprise-specific requirements • OH&S requirements • Quality Assurance (QA) requirements • Standard Operating Procedures (SOPs) • the ability to perform the task to production requirements

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RANGE STATEMENT	
	• work instructions.
Regulatory requirements may include:	• Export Control Act • federal, state and territory regulations regarding meat processing • hygiene and sanitation requirements • relevant Australian Standards • relevant regulations.
Hygiene and sanitation requirements may include:	• relevant government regulations • workplace requirements.
Types of ***ingredients*** may include:	• additives • spices • binders.
Communication skills may include:	• applying numeracy skills to workplace requirements • listening and understanding • reading and interpreting workplace-related documentation • sharing information • speaking clearly and directly • working with diverse individuals and groups.
Mathematical skills may:	• involve estimation and calculation • relate to own work and work area problem-solving and monitoring • relate to product formulation and specification • require interpretation and drawing conclusions from a range of mathematical tables, charts, bar graphs, pie charts, recipes • require monitoring formula, specifications, outputs and equipment • require synthesis and analysis of mathematical information from more than one source.

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear

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RANGE STATEMENT	
	• lifting assistance • mesh aprons • protective boot covers • protective hand and arm covering • protective head and hair covering • uniforms • waterproof clothing • work, safety or waterproof footwear • requirements set out in standards and codes of practice.
Equipment may include:	• blenders • choppers • cutters • mixers.
Additives may include:	• antioxidants • binders • curry • Glucono Delta Lactone (GDL) • GO2 • nitrates • nitrites • non-meat proteins • phosphate • salt • spices • sugar • water.

Unit Sector(s)

Unit sector	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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MTMSR303A Smoke product

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to prepare products which are smoked, such as ham, bacon and smallgoods products.

Application of the Unit

Application of the unit	This unit is suitable for skilled operators responsible for smoking ham, bacon and other smallgoods products and operating the smokehouse in smallgoods plants or meat retail enterprises.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Select meat	1.1. Meat is selected according to ***product specifications***. 1.2. Meat is prepared according to product specifications. where part of the work instructions.
2. Prepare ingredients	2.1. Ingredients are prepared according to product specifications and ***workplace requirements***.
3. Prepare facility	3.1. ***Machinery and equipment*** are prepared according to product and manufacturer's specifications.
4. Load products	4.1. ***Product*** is checked to ensure correct spacing prior to loading. 4.2. Product is loaded in a manner that ensures even cooking. 4.3. Product is handled at all times according to Occupational Health and Safety (***OH***&***S***), and ***hygiene and sanitation requirements***.
5. Smoke product	5.1. Core temperature probes are inserted into the centre of the product as appropriate to product specifications and workplace requirements. 5.2. Machinery is programmed, where applicable in accordance with manufacturer's and product specifications. 5.3. A variety of products is smoked to workplace requirements and customer specifications at a speed similar to production requirements. 5.4. Process is monitored and recorded according to workplace requirements.

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ELEMENT	PERFORMANCE CRITERIA
6. Monitor smoke cycle	6.1. Smoke cycle is monitored regularly, results are noted and deviations from the program are corrected. 6.2. Internal temperature is manually checked in accordance with workplace requirements to ensure correct smoke time has been achieved and, where necessary, further cooking is undertaken. 6.3. When product type and processing procedures require, a shower cycle is initiated according to process specifications.
7. ***Chill*** product	7.1. On completion of smoke cycle, product is correctly weighed and either ***chilled*** immediately or cooled at ambient temperature to a specified internal temperature before chilling, according to regulatory requirements. 7.2. Product is held at a specific and constant temperature according to product specifications. 7.3. Product is stored according to product specifications. 7.4. Product is identified and stacked according to product specifications and workplace requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- demonstrate correct loading procedure for both a full and less-than-full smokehouse
- activate and operate machinery according to manufacturer's and workplace instructions
- measure and monitor product internal temperature correctly to ensure it meets product specifications
- monitor smoking of meat on a regular basis to meet product specifications (including, where relevant, the interpretation of graphs or flow charts or mimic panels and controls)
- interpret cooking records where appropriate with respect to relevant product
- adjust processing as required to achieve product specifications

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REQUIRED SKILLS AND KNOWLEDGE

- apply relevant ***communication*** and ***mathematical skills***
- work effectively as an individual and with other team members
- ***describe*** correct smoking procedure for specific product
- ***explain*** chilling requirements for different products
- operate smoke facility according to OH&S, hygiene, ***regulatory***, product specifications and workplace requirements, and meet production requirements
- report machine faults either verbally or in writing according to workplace specifications
- store meat according to OH&S, hygiene, regulatory, product specifications and workplace requirements

Required knowledge

Knowledge of:

- correct smoking procedure for specific product
- storage procedures for smoked products
- meat smoking process
- purpose and effect of smoking processes on meat
- health regulations that apply to smoking of meats
- chilling requirements for different products
- possible effects of inconsistent temperature on product
- effects of smoking on shelf life and taste of product
- purpose of correct water temperature and correct additive sequence, especially phosphate and smoke
- recording requirements for the smoking/cooking process
- relevant workplace requirements related to:
  - appropriate humidity levels
  - effect of moisture on casings
  - smoke generator
  - smoke jet
  - sock
  - wet bulb sock
- use and purpose of ***raw materials*** for smoking meat
- use and purpose of ingredients for smoking meat
- mathematical information in work instructions, specifications and recipes
- meat cuts used in smoking
- cause and effects of, and explain the appropriate corrective action for:
  - cycle out of sequence
  - excess smoke
  - insufficient smoke

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Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time. These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence. Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence. All assessment must be conducted against Australian meat industry standards and regulations.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Competency must be demonstrated over time and under normal operating conditions for the enterprise, within the parameters of the role and responsibilities, and according to workplace requirements.
Context of, and specific resources for assessment	Assessment must occur in the workplace under normal operating conditions in a simulated environment. Resources may include: • equipment that meets safety requirements • product specifications and ingredients • smoking equipment, machinery or production facility.
Method of assessment	Recommended methods of assessment include:

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EVIDENCE GUIDE	
	• demonstration • quiz of underpinning knowledge • workplace referee report of performance over time. Assessment practices should take into account any relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this Unit of Competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Product specifications may vary according to:	• customer and workplace requirements.
Workplace requirements may include:	• enterprise-specific procedures • OH&S requirements • Quality Assurance (QA) requirements • Standard Operating Procedures (SOPs) • the ability to perform the task to production requirements • work instructions.
Machinery and equipment may include:	• atomising generators • automatic or manual machinery • cookers • friction generators

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RANGE STATEMENT	
	• liquid smoke jet • moulds • probe thermometers • sawdust or woodchip burning generators • smoke generators • smokers • sock • wet bulb reservoir.
Product may include:	• beef (e.g. brisket and tongue) • game meat • lamb (e.g. legs and tongue) • mutton • other meat species or products • pork (e.g. hand and spring) • veal.

OH&S requirements may include:	• enterprise OH&S policies, procedures and programs
	• OH&S legal requirements
	• Personal Protective Equipment (PPE) which may include:
	  • coats and aprons
	  • ear plugs or muffs
	  • eye and facial protection
	  • head-wear
	  • lifting assistance
	  • mesh aprons
	  • protective boot covers
	  • protective hand and arm covering
	  • protective head and hair covering
	  • uniforms
	  • waterproof clothing
	  • work, safety or waterproof footwear
	• requirements set out in standards and codes of practice.

Hygiene and sanitation requirements may include:	• relevant government regulations • workplace requirements.
Product may be ***chilled*** by:	• chill cabinets • immersing in ambient running water • placing in cool room

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RANGE STATEMENT	
	• showering with ambient water • use of intensive coolers • washing in water or brine.
Communication skills may include:	• reading and interpreting workplace-related documentation • sharing information • speaking clearly and directly • working with diverse groups and individuals • writing to audience needs.
Mathematical skills may include:	• collection • estimation • calculation and interpretation of deviations within cycle, internal temperature, humidity, ambient temperature, weights.
Descriptions and explanations may:	• be in diagrammatic, sketch, tabular or graphic formats • be presented in writing, using standard formats • be presented orally • include information and mathematical data gathered, interpreted and summarised from a range of complex and unfamiliar sources.
Regulatory requirements may include:	• Export Control Act • federal and state regulations regarding meat processing • hygiene and sanitation requirements • relevant Australian Standards • relevant regulations.
Smoke-producing ***raw materials*** may include:	• liquid smoke • powder • sawdust • solid timber • woodchips.

Unit Sector(s)

Unit sector	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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PSPETHC301B Uphold the values and principles of public service

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit of competency describes the outcomes required to demonstrate ethical conduct required of those in public service. It includes applying ethical standards and dealing with ethical problems.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit supports the attainment of skills and knowledge required for applying ethical conduct and accountability required in those working in government employment.

In practice, ethical conduct is demonstrated in the context of other generalist or specialist work activities such as building and maintaining networks, delivering client services, using financial resources, procuring goods or services, etc.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Apply ethical standards**	1.1 Interpretation of ***ethical values and principles*** is reviewed with senior staff to ensure accuracy. 1.2 Personal ***work practices*** are undertaken in compliance with public sector ethics standards, organisational policy and ***guidelines.*** 1.3 Verbal and written advice and reports are prepared containing information which is impartial, substantiated, accurate and complete. 1.4 Public ***resources*** are ***used*** in accordance with public sector ethics standards, organisational policy and guidelines. 1.5 ***Conflicts of interest*** are identified, declared, addressed and documented in accordance with policy and procedures. 1.6 Personal behaviour and relationships with the public, suppliers and business contacts are conducted in accordance with ethics standards, policy and guidelines.
2. **Deal with ethical problems**	2.1 Situations which pose ethical problems are resolved or ***referred*** in accordance with organisational guidelines. 2.2 Decision-making ***processes*** used to resolve ethical problems are recorded in accordance with organisational policy and procedures. 2.3 Organisational policies/codes on the prevention and reporting of ***unethical conduct*** are accessed and applied.

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Required Skills and Knowledge

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

Required skills:

Look for evidence that confirms skills in:

- applying objective and impartial evaluation of conflicting requirements
- using ethical decision making
- preparing written advice and reports requiring accuracy of expression
- accessing legislation and codes of ethics electronically or in hard copy
- tailoring communication to suit different audiences
- responding to diversity, including gender and disability
- applying occupational health and safety procedures relating to ethical work practices

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- the nature of ethics and ethical values
- fundamental ethical principles such as justice, respect for persons, procedural fairness, confidentiality, responsible care
- values of public sector office
- natural justice/procedural fairness
- equal employment opportunity, equity and diversity principles
- where to access ethical decision making/problem solving models, organisational codes and procedures
- procedures for declaring conflicts of interest
- protocols for reporting fraud, corruption and maladministration
- occupational health and safety procedures relating to ethical work practices

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

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- PSPGOV303B Build and maintain internal networks
- PSPGOV305B Access and use resources and financial systems
- PSPGOV307B Organise workplace information
- PSPGOV308B Work effectively with diversity
- PSPGOV309A Address client needs
- PSPGOV312A Use workplace communication strategies
- PSPGOV314A Contribute to conflict management
- PSPIM301A Process claims
- PSPLAND302A Investigate tenure and land use history
- PSPLEGN301B Comply with legislation in the public sector
- PSPOHS301A Contribute to workplace safety
- PSPPROC302A Undertake basic procurement

- This unit should be co-assessed with other units to supply the context for ethical behaviour

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- ethical conduct in a range of (3 or more) contexts (or occasions, over time) where contexts may be generalist or specialist work activities such as building and maintaining networks, delivering client services, using financial resources, procuring goods or services etc

Resources required to carry out assessment

These resources include:

- ethics-related legislation and guidelines
- codes of conduct and codes of ethics
- public sector standards, procedures and protocols
- ethical decision making/problem solving models
- manager/mentor/network who role models ethical conduct

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working ethically in a public sector environment, including coping with ambiguity, difficulties, irregularities and breakdowns in routine
- ethical conduct in a range of (3 or more) contexts (or occasions, over time) where contexts may be generalist or specialist work activities such as building and maintaining networks, delivering client services, using financial resources, procuring goods or

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services etc.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the Performance Criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs if the candidate, accessibility of the item, and local industry and regional contexts.	
Ethical values and principles may include:	• respect for the law • integrity • objectivity • accountability • honesty • openness • responsibility • impartiality • diligence

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	• trustworthiness
	• confidentiality
	• respect for persons
	• responsible care
	• probity
	• economy and efficiency
	• natural justice/procedural fairness, that is:
	  • the right to be heard/put your case
	  • the right to be informed of a complaint or case against you
	  • the right to know the outcomes/recommendations of an investigation involving you
	  • the right to know reasons for decisions affecting you
	  • the right to privacy
	  • the right to representation
	  • the right to silence
	• the decision maker should not be a judge in his/her own cause

Work practices may include:	• behaviours • conduct • relationships with work colleagues, external individuals and organisations • the manner in which work activities are carried out
Legislation and guidelines may include:	• legislation for public sector management • freedom of information • privacy legislation • equal employment opportunity and anti-discrimination law • public sector standards • Ministerial directions • State/Territory or Commonwealth codes of ethics • organisational codes of conduct • sets of values • organisational mission and values statements • organisational policy, procedures/guidelines • government policy • professional codes of ethics and conduct • equity guidelines, workplace diversity guidelines
Public resources may include:	• time • stationery • equipment • telephones • Internet • Email

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Use of public resources includes:	• effective use • efficient use - avoiding/minimising waste • not for private use
Conflicts of interest may include:	• potential, perceived and actual conflicts • bribery • improper use of official information • improper use of resources, including plant and equipment • acceptance of gifts • entertainment • previous and outside employment, including voluntary work • favours for friends and/or relatives • memberships of organisations • political activity • pecuniary and non-pecuniary conflicts
Ethical problems which may need to be ***referred*** rather than resolved at this level may include:	• conflict between public sector standards and personal values • conflict between public sector standards and other standards such as professional standards • conflict between public sector standards and directions of a senior officer or Minister • tension between two 'rights', for example, the right to privacy versus the right to freedom of information • conflict regarding issues of personal and organisational intellectual property
Referrals of ethical problems may be made to:	• line management • chief executive officer • public service commissioner • public sector standards body • organisational ethics committee • internal grievance mechanisms, including identified officers • confidant programs (whistleblower protection programs) • organisational professional reporting procedures • unions and professional bodies • ombudsman • police
Processes for resolving ethical problems may include:	• accessing relevant standards and other information • withdrawing from a situation • using models of ethical decision making/problem solving • reflection, discussion, seeking clarification from others.
Unethical conduct may include:	• fraud, corruption, maladministration and waste • unauthorised access to and/or use of information, money/finances, vehicles, equipment, resources, time • improper actions during contractual processes, such as release

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	of intellectual property, infringing copyright, release of tender information, inappropriate disclosure during tender process • improper public comment on matters relating to the government and/or the organisation • falsifying records • giving false testimonials • dishonesty • improper use of plant and equipment, credit cards, frequent flyer points, telephones, email and Internet • extravagant or wasteful practices • personal favours • preferential treatment • putting barriers in place, hindering, blocking action • compromising behaviour including sexual harassment • lack of confidentiality • directing others to act unethically • oppressive/coercive management decisions • resorting to illegality to obtain evidence

Unit Sector(s)

Not applicable.

Competency field

Ethics and Accountability.

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PSPETHC401A Uphold and support the values and principles of public service

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the ethical conduct required of those in public service and the responsibility to encourage ethical conduct in others - colleagues or supervised staff. It includes contributing to an ethical public sector workplace and participating in ethical decision making.

In practice, ethical conduct is demonstrated in the context of other generalist or specialist work activities such as applying government processes, delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, awarding contracts etc.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit supports the attainment of skills and knowledge required for applying ethical conduct and accountability required in those working in government employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to an ethical public sector workplace	1.1 Information on the ***ethical values and principles*** of the workplace is accessed, its interpretation confirmed with others and applied accordingly 1.2 Application of ethical values and principles is discussed with senior management and colleagues to ensure common understanding and application 1.3 ***Others*** are assisted to access and use public sector ethics ***legislation and guidelines*** to ensure their work practices comply with requirements 1.4 The differences between public sector ethics/values and personal beliefs/values are explained to others to encourage understanding and compliance 1.5 Hypothetical work practices that would constitute ***unethical conduct*** are identified and discussed with work colleagues, and strategies to avoid or deal with them are identified in accordance with organisational policy and procedures
2. Participate in ethical decision making	2.1 Real and potential ***ethical problems*** are identified, and decision making processes are used to resolve or ***refer*** them in accordance with organisational policy and procedures 2.2 Information is regularly accessed to ensure currency in ethical knowledge, and ethical judgment is developed through involvement in workplace discussions or ongoing professional development related to ethical standards and practices 2.3 Other staff are supported as necessary to contribute to ethical discussions and problem solving to develop their ethical judgment 2.4 Processes for preventing and reporting unethical conduct are used and others are assisted in their application

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Required Skills and Knowledge

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

Required skills:

- accessing legislation and codes of ethics electronically or in hard copy
- reading complex and formal documents such as legislation and codes of ethics, applying them and assisting others to apply them to work practices
- applying objective and impartial evaluation of ethical problems
- using participative ethical decision making/problem solving
- preparing written reports that contain information that is impartial, substantiated, accurate and complete
- responding to diversity, including gender and disability
- adjusting communication to suit different audiences
- applying occupational health and safety procedures relating to ethical work practices

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- the nature of public sector ethics and ethical values as opposed to personal beliefs/value systems
- fundamental ethical principles such as justice, respect for persons and responsible care
- other ethics standards such as professional standards
- natural justice/procedural fairness
- equal employment opportunity, equity and diversity principles
- ethical decision making/problem solving models
- procedures and protocols for reporting unethical conduct
- environmental and occupational health and safety procedures relating to ethical work practice

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to

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increase the efficiency and realism of the assessment process include, but are not limited to, a range of (2 or more) generalist or specialist units of competency in the Certificate IV in Government. Choice from the following units is recommended:

- PSPGOV402B Deliver and monitor service to clients
- PSPGOV403B Use resources to achieve work unit goals
- PSPGOV406B Gather and analyse information
- PSPGOV408A Value diversity
- PSPGOV411A Deal with conflict
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV414A Provide workplace mentoring
- PSPGOV422A Apply government processes
- PSPLEGN401A Encourage compliance with legislation in the public sector
- PSPPROC409A Receive and select offers
- PSPREG407B Produce formal record of interview
- PSPREG410B Give evidence

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- ethical conduct demonstrated and supported in others in a range of (3 or more) contexts (or occasions, over time) where contexts include generalist or specialist work activities such as applying government processes, delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, awarding contracts, etc

Resources required to carry out assessment

These resources include:

- ethics-related legislation and guidelines
- codes of conduct and codes of ethics
- public sector standards, procedures and protocols
- ethical decision making models

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working ethically in a public sector environment, including coping with ambiguity, difficulties, irregularities and breakdowns in routine
- ethical conduct demonstrated and supported in others in a range

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of (3 or more) contexts (or occasions, over time) where contexts include generalist or specialist work activities such as applying government processes, delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, awarding contracts, etc

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Ethical values and principles may include:	• respect for the law • integrity • objectivity • accountability

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	• honesty
	• openness
	• responsibility
	• impartiality
	• diligence
	• trustworthiness
	• confidentiality
	• respect for persons
	• responsible care
	• probity
	• economy and efficiency
	• natural justice/procedural fairness, that is:
	  • the right to be heard/put your case
	  • the right to be informed of a complaint or case against you
	  • the right to know reasons for decisions affecting you
	  • the right to know the outcomes/recommendations of an investigation involving you
	  • the right to privacy
	  • the right to representation
	  • the right to silence
	• the decision maker should not be a judge in his/her own cause

Others may include:	• colleagues • supervised staff • contractors
Legislation and guidelines may include:	• legislation for public sector management • freedom of information • privacy legislation • equal employment opportunity and anti-discrimination law • public sector standards • Ministerial directions • State/Territory/Commonwealth codes of ethics • organisational codes for conduct/ethics • organisational mission and values statements • organisational policy, procedures/guidelines • government policy • professional codes of ethics and conduct • equity guidelines, organisational workplace diversity guidelines
Unethical conduct may include:	• fraud, corruption, maladministration and waste • unauthorised access to and/or use of information, money/finances, vehicles, equipment, resources, time • improper actions during contractual processes, such as release

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	of intellectual property, infringing copyright, release of tender information, inappropriate disclosure during tender process • improper public comment on matters relating to the government and/or the organisation • falsifying records • giving false testimonials • dishonesty • improper use of plant and equipment, credit cards, frequent flyer points, telephones, email and Internet • extravagant or wasteful practices • personal favours • preferential treatment • putting barriers in place, hindering, blocking action • compromising behaviour including sexual harassment • lack of confidentiality • directing others to act unethically • oppressive/coercive management decisions • resorting to illegality to obtain evidence
Ethical problems which may need to be referred rather than resolved at this level may include:	• conflict between public sector standards and personal values • conflict between public sector standards and other standards such as professional standards • conflict between public sector standards and directions of a senior officer or Minister • tension between two 'rights' - for example, the right to privacy versus the right to freedom of information • conflict regarding issues of personal and organisational intellectual property
Referrals of ethical problems may be made to:	• line management • human resources • workplace relations officer • grievance officer • chief executive officer • public service commissioner • public sector standards body • organisational ethics committee • internal grievance mechanisms • confidant programs (whistleblower protection programs) • organisational professional reporting procedures • unions and professional bodies • ombudsman

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Unit Sector(s)

Not applicable.

Competency field

Ethics and Accountability.

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PSPFRAU401B Monitor data for indicators of fraud

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the collection of data from a wide variety of sources and its input into appropriate data management systems for interrogation to identify indicators of fraud and corruption. It includes collating and interrogating data and monitoring for indicators of fraud and corruption.

Fraud in the unit title incorporates both *fraud and corruption*.

In practice, monitoring data for indicators of fraud and corruption may overlap with other generalist or specialist public sector workplace activities such as acting ethically, complying with legislation, exercising regulatory powers, etc.

Related units of competency dealing with investigation, evidence, powers of arrest, etc are located in the *Regulatory* Competency field of the Training Package.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Collate data	1.1 Relevant data sources are identified and data is collected that is compatible, useful, relevant, reliable, valid and timely. 1.2 ***Data*** is organised in prescribed form in accordance with the identified information needs and uses. 1.3 Data is checked for accuracy, suitability and compliance with legal and privacy responsibilities and security. 1.4 The need to liaise with specialists is determined and acted on in accordance with organisational policy and procedures. 1.5 Ways to improve fraud and corruption control data content, interfaces and usefulness are monitored, and recommendations are made to supervisors and other ***stakeholders***.
2. Interrogate data	2.1 Quantitative and/or qualitative analyses are performed to obtain required outcomes in accordance with the ***purpose*** of each analysis. 2.2 Analysis and description tools and techniques are selected appropriate to the nature of the information and the required outcome. 2.3 Priority of data to be interrogated is determined in consultation with appropriate people, and work is organised accordingly. 2.4 An understanding of the nature of the program or activity from which the data is obtained, the way in which the information is structured in the system and the likely indications of fraud and corruption activities are reflected in the analysis of material. 2.5 Preliminary recommendations are expressed in the detail,

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ELEMENT	PERFORMANCE CRITERIA
	format and timeframe required.
3. Monitor for indicators of fraud and corruption	3.1 Fraud and corruption or possible fraud and corruption situations are identified, staff and systems alerted and ***actions*** initiated. 3.2 Where indicators arise for which there are no precedents, information is referred to the appropriate people for further analysis. 3.3 Trends indicating activities outside control limits are reported for further analysis and investigation. 3.4 Checks are made for internal consistency and compliance with established structure, rules and authorities for accessing information. 3.5 Variations from standards and ***guidelines*** are reported in accordance with organisational policy and procedures.

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- undertaking research and analysis
- interrogating data to detect patterns indicating fraud and corruption
- applying effective management of data, abiding by all agency guidelines, formats and systems
- correctly recording data into information systems
- using data matching to identify factors required for an investigation
- collating and organising of data to assist in an investigation
- using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using computer software for data analysis and matching
- applying occupational health and safety and environmental procedures in the context of fraud and corruption control data monitoring
- literacy skills to effectively read and interpret data

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- privacy, confidentiality or other specific legislation and guidelines relating to fraud

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and corruption control
- freedom of information legislation
- guidelines issued by standards-setting organisations
- organisation's programs and client base
- legislation and corresponding links with the organisation's programs
- how data is managed within the organisation
- legislation, policies and procedures relating to fraud and corruption control including occupational health and safety and environment

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV406B Gather and analyse information
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPREG401C Exercise regulatory powers
  - PSPREG402C Promote client compliance
  - PSPREG415A Receive and validate data

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- monitoring of data for indicators of fraud and corruption in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- fraud and corruption control guidelines

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- fraud investigation standards
- public sector values and codes of conduct
- organisational procedures and manuals
- legislation, procedures and protocols relating to fraud and corruption control
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- case studies and workplace scenarios to capture the range of fraud/corruption situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when monitoring data for indicators of fraud and corruption, including coping with difficulties, irregularities and breakdowns in routine
- monitoring of data for indicators of fraud and corruption in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the

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competency in different situations or environments.

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.	
Data may include:	• electronic systems • paper-based systems • client data • other individuals and organisations
Stakeholders may include:	• staff and senior management • clients • law enforcement agencies • organisations providing data • standards-setting organisations
Purposes of data analysis may include:	• response to ongoing or individual requests for information from specified people to check for particular information • matching data as part of a random check • conducting a needs assessment for fraud and corruption prevention and awareness activities • generating and initiating fraud and corruption control activities
Actions resulting from data interrogation may include:	• investigation or inquiry • legislative change • administrative change • policy change • improved referral to another organisation for investigation
Guidelines may include:	• legislation and guidelines prepared by relevant standards-setting organisations

Unit Sector(s)

Not applicable.

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Competency field

Fraud Control.

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PSPLEGN301B Comply with legislation in the public sector

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers compliance with legislation and related public sector policy guidelines and procedures. It includes identifying and complying with legislative requirements and reporting incidents of non-compliance.

In practice, complying with legislation is demonstrated in the context of other generalist or specialist work activities such as delivering client services, using financial resources, procuring goods or services

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify legislative requirements	1.1 Information is accessed that covers the range of ***legislation and guidelines*** relating to the workplace and is current and comprehensive. 1.2 Key requirements of relevant pieces of legislation are identified and confirmed with senior staff. 1.3 Requirements of legislation are clarified to confirm understanding and ensure consistency of interpretation and application. 1.4 Clarification is obtained of the way various pieces of legislation are integrated to provide a legislative framework for public sector work. 1.5 Advice is obtained when apparently ***conflicting legislative directives*** are found.
2. Comply with legislative requirements	2.1 Work practices are carried out in accordance with the requirements of legislation relating to the work environment. 2.2 Own conduct is reviewed and feedback from others is used to confirm continuing compliance with legislative requirements.
3. Report incidents of non-compliance	3.1 Possible breaches of legislation are raised promptly with an authorised person/body in accordance with organisational procedures. 3.2 ***Inadequacies in workplace procedures*** which may contribute to non-compliance are raised in accordance with organisational procedures.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for

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this unit.

Skill requirements

Look for evidence that confirms skills in:

- undertaking research and evaluation
- undertaking self-assessment
- reading complex and formal documents such as legislation and related materials to apply them to work practices and to identify inappropriate conduct
- communicating with others involving exchanges of complex oral and written information
- using technology to access legislative requirements
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the range of legislation relating to the public sector (including occupational health and safety and environment) and the key requirements of each
- public sector codes of ethics/conduct
- equal employment opportunity, equity and diversity principles
- organisational processes/procedures for responding to legislative issues

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC301B Uphold the values and principles of public service
  - PSPGOV305B Access and use resources and financial systems
  - PSPGOV307B Organise workplace information
  - PSPIM301A Process claims

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- PSPPROC302A Undertake basic procurement
- PSPSEC301A Secure government assets

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- compliance with legislation in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector legislation, regulations and guidelines
- procedures and protocols
- scenarios and case studies to capture the range of situations likely to be encountered when complying with public sector legislation

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when complying with legislation in the public sector, including coping with difficulties, irregularities and apparently conflicting legislative requirements
- compliance with legislation in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning

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- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Legislation and guidelines may relate to:

- public sector standards:
  - codes of conduct/ethics
  - guarantee of service
  - legislated standards
  - State/Territory/Commonwealth/organisational standards
  - technical/industrial standards
  - professional standards
  - industry competency standards
  - anti-corruption legislation
  - whistleblowers' protection
- public sector employment:
  - employee relations
  - chief executive officer's instructions
  - Commissioner's instructions
  - public sector notices
- workplace environment:
  - equal employment opportunity
  - affirmative action
  - workplace diversity
  - anti-discrimination
  - workplace harassment
  - occupational health and safety
  - duty of care

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- security, storage, handling and classification of documents
- financial management and accountability:
  - Treasurer's instructions
  - contractual obligations
- transparency:
  - freedom of information
  - professional reporting
  - accountability
  - fair trading
- business and community:
  - privacy
  - trade practices
  - competition
  - road transport legislation
- information and records management standards and legislation
- the organisation's enabling legislation, regulations
- aspects of common law, criminal law, contract law, employment law and administrative law, including judges' rules
- international legislation/codes of behaviour

Conflicting legislative directives may include:

- apparent contradiction between statutes
- apparent conflict between statutes and policy requirements

Inadequacies in workplace procedures may include:

- insufficient financial/other controls
- insecure Internet/fax access
- non-auditable records processes
- ambiguous guidelines
- no guidelines
- unnecessary complexity
- use of non-current legislation

Unit Sector(s)

Not applicable.

Competency field

Legislation and Compliance.

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PSPPOL501A Develop organisation policy

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the development or review of 'in house' policy in an organisation, formulated to facilitate the implementation of government or board directives. It includes anticipating and confirming the need for policy development or review; planning the policy development process; gathering and analysing information; determining policy direction; and drafting, releasing and promoting policy.

In practice, developing organisation policy may overlap with other generalist or specialist work activities such as developing client services, complying with public sector legislation, acting ethically, engaging the community, coordinating research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Anticipate and confirm the need for policy development or review	1.1 ***Internal and external factors,*** issues, ***events***, directions or government/board policies likely to cause changes to ***organisation policy*** are identified. 1.2 The likely implications and impact of these factors that might require policy development are identified in consultation with ***stakeholders***. 1.3 A critical analysis of the need for new or revised policy is conducted that includes a scan of the wider internal and external environment, that checks related policies for context and identifies other policies likely to be impacted. 1.4 Priority areas for policy development/review are recommended in accordance with organisational procedures. 1.5 Confirmation of the need for policy development/review and supporting evidence is detailed in accordance with organisational procedures.
2. Plan the policy development process	2.1 The ***approving authority*** is confirmed and organisational procedures and protocols for policy development are confirmed and applied. 2.2 ***Issues*** likely to impact on the policy development process are identified, analysed (in terms of risk) and addressed in policy development planning. 2.3 ***Policy requirements*** are outlined in a ***policy development plan*** in accordance with organisational procedures.
3. Gather and analyse information for policy development	3.1 Stakeholders are identified and engaged through the establishment and maintenance of a representative and relevant ***policy network***. 3.2 ***Information*** required to support the policy development process is identified, gathered, analysed and interpreted. 3.3 An ***analytical framework*** for the development of the policy is

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ELEMENT	PERFORMANCE CRITERIA
	determined and applied.
4. **Determine policy direction**	4.1 A range of policy options and ***criteria for choice*** are developed and communicated in a timely and understandable way to those responsible for selecting the policy direction.
	4.2 Where appropriate, specific policy options are promoted to executive within the organisation.
	4.3 Preferred policy option is recommended and risk treatments are determined in accordance with the policy development plan.
	4.4 Approvals/endorsements are obtained in accordance with the policy development plan and organisational procedures.
5. **Draft policy**	5.1 Policy is drafted and a cyclical process of consultation, feedback, identification of changes and re-drafting is implemented in accordance with the policy development plan.
	5.2 Risk management processes are implemented in accordance with the policy development plan to ensure progress of the process against the timeframe and milestones.
	5.3 An implementation plan is included in the policy that details responsibilities for implementation and strategies for transition, change management, initial and ongoing training and maintenance of the policy.
	5.4 Mechanisms for monitoring compliance with the policy, quality assurance of the policy, and evaluation of the policy are included within the policy.
	5.5 The policy is developed in accordance with ***organisational requirements for style, format and contents***.
6. **Release and promote policy**	6.1 Policy is cleared through organisational channels, and agreement of critical stakeholders is gained in accordance with organisational procedures.
	6.2 All stakeholders, particularly those who will be responsible for implementing the new or revised policy, are fully informed of the ***outcomes***, and fallout from dissenting stakeholders is managed in accordance with the policy development plan.
	6.3 The policy is released and ***promoted*** in accordance with organisational requirements.

Required Skills and Knowledge

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

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Skill requirements

Look for evidence that confirms skills in:

- reading and evaluating complex and formal documents such as policy and legislation
- researching, analysing and presenting information
- preparing written reports requiring precision of expression and language and structures suited to the intended audience
- working as a member of a team to consult on and validate policy
- adjusting communication to suit different audiences
- responding to diversity, including gender and disability
- dealing with different points of view and dissenting stakeholders
- accessing policies and legislation electronically or in hard copy
- identifying and addressing the environmental, sustainability and occupational health and safety implications of policy/s being developed

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- policy development processes and practices in the public sector
- policy cycles
- analytical policy development frameworks
- current policies underpinning the work area
- organisation and government procedures and protocols
- public sector code/s of ethics and code/s of conduct
- equal employment opportunity, equity and diversity principles
- environmental, sustainability and occupational health and safety implications of policy/s being developed

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:

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- PSPCOM502A Develop and implement community engagement strategies
- PSPETHC501B Promote the values and ethos of public service
- PSPGOV502B Develop client services
- PSPGOV503B Coordinate resource allocation and usage
- PSPGOV504B Undertake research and analysis
- PSPGOV505A Promote diversity
- PSPLEGN501B Promote compliance with legislation in the public sector

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development of organisation policy in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- policy development guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing policy, including coping with difficulties, irregularities and breakdowns in routine
- development of organisation policy in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people

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- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Internal and external factors may include:

- internal:
  - restructuring
  - new service models
  - amalgamation with other departments/agencies
  - new work practices
- external:
  - legislative changes
  - changing social trends
  - economic/technological change

Events may include:

- restructure
- amalgamation
- changes to legal risks
- changes in strategic direction
- changes to legislation and whole of government policies
- pilots or trials of policy

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Organisation policy may include:

- any aspect of an organisation's business, such as policies relating to:
  - core business
  - client services
  - business structure
  - human resources
  - administration
  - financial management
  - work practices
  - training
  - information technology
  - technical/professional requirements
  - legal requirements
  - environmental and sustainability practices

Stakeholders may include:

- all those individuals and groups both inside and outside the organisation that have some direct interest in the organisation's conduct, actions, products and services, including:
  - employees at all levels of the organisation
  - other public sector organisations
  - private sector organisations
  - non-government organisations
  - other jurisdictions
  - union and association representatives
  - boards of management
  - government
  - Ministers
  - clients
  - the public
  - special interest groups

Approving authority may include:

- chief executive officer
- delegated officer, such as policy manager
- senior management
- board of management
- managing director

Issues may include:

- political sensitivities
- social and cultural sensitivities/factors
- equity in service delivery and employment practice
- resource implications (of policy implementation)

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	• technological influences/implications • jurisdictional boundaries/crossovers • ‘sunk cost’ restrictions • non-consenting stakeholders at the end of the policy development process • existing awards or agreements impacting on staff, including enterprise bargaining agreements
Policy requirements may be defined in terms of:	• context • rationale • issues to be addressed • expected outcomes • timeframe • research methods • resource requirements for development • key stakeholders • communication strategy • feedback mechanisms for review • milestones • precedents • risk analysis • possible complications • success measures • impact on equity • possible resource implications for implementation
Policy development plan may include:	• policy objectives/outcomes • timelines • methodology – a cyclical process of consultation, feedback, identification of changes, and re-drafting • stakeholders • risks/risk management • performance criteria to inform review and evaluation • dissemination and promotion activities • implementation issues
Establishment and maintenance of a ***policy network*** may include:	• communication and information strategy to capture required range of opinions • range of communication channels for providing information • range of input strategies for obtaining information
Information gathering may include:	• consulting with stakeholders, including specialists in relevant issues • focus groups

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- developments in other public sector or private sector organisations
- evaluation of similar policies
- benchmarking against other organisations/work functions
- accessing information in current and closed files
- surveys
- literature reviews
- Internet

Analytical frameworks may include:

- logical/rational (including best practice)
- incremental
- radical transformation

Criteria for choice of preferred policy option may include:

- likely effectiveness in terms of:
  - meeting policy objectives
  - minimising risks
  - impact on day-to-day implementation throughout the organisation
  - practicality at the coal-face
  - competing priorities in the workplace
  - constraints
  - structure and culture of the organisation
  - implementation timeframe and costs (including infrastructure)
  - interaction with other policies (existing or being developed)
  - consistency with broader government agendas

Organisational requirements for style, format and contents may require policies to be:

- forward-looking
- outward-looking
- principles-based
- innovative, creative, flexible
- evidence-based
- inclusive
- consistent
- self-contained, with adequate coverage of the subject matter
- accessible to the intended audience/understandable to all users
- gender-neutral and written in non-discriminatory language
- version-controlled to support evaluation and revision

Outcomes of the policy development process may include:

- nature of the policy change
- the outcomes expected by stakeholders
- issues

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	• expected costs • timelines • contextual factors (including any impact on other related policies)
Promotion of policy may include:	• formal launch • information sessions • presentations • ongoing advice • intranet • web site • advertising where policy is located and how to access it

Unit Sector(s)

Not applicable.

Competency field

Policy.

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PSPPOL601A Develop public policy

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the development or review of public policy, to enable the implementation of government objectives. For the purposes of this unit, public policy includes government policy affecting all Australians and public sector policy that is not restricted to a particular organisational structure or individual organisation. The unit includes anticipating and confirming the need for public policy development or review; planning the policy development process; gathering and analysing information; determining policy direction; and drafting, gaining agreement for, and disseminating public policy.

In practice, developing public policy may overlap with other generalist or specialist work activities such as managing change, managing diversity, managing workplace safety, managing the delivery of client services, managing risk, directing the management of contracts.

This unit replaces and, for qualification purposes, is equivalent to *PSPPOLD601A Develop public policy*. Policy evaluation is no longer part of the unit. Evaluation is addressed in *PSPMNGT611A Manage evaluations*.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Anticipate and confirm the need for public policy development or review**	1.1 ***Events***, issues or government policies likely to cause changes to ***public policy*** are identified. 1.2 The likely implications and impact of these factors that might require public policy development are identified and prioritised in consultation with ***stakeholders***. 1.3 A critical analysis of the need for new or revised public policy is conducted that includes a scan of both internal and external environments, that checks related policies for context and identifies other public policy likely to be impacted. 1.4 Priority areas for public policy development/review are recommended in accordance with government directions. 1.5 Confirmation of the need for public policy development/review and supporting evidence is detailed in accordance with policy and procedures.
2. **Plan public policy development process**	2.1 The ***approving authority*** is confirmed and procedures and protocols for public policy development are confirmed and applied. 2.2 ***Issues*** likely to impact on the policy development process are identified, analysed (in terms of risk) and addressed in policy development planning.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Public ***policy requirements*** are outlined in a policy development plan in accordance with organisational procedures.
3. Gather and analyse information for public policy development	3.1 Stakeholders are identified and engaged through the establishment and maintenance of a public policy network. 3.2 Information required to support the policy development process is ***gathered***, analysed and interpreted. 3.3 An ***analytical framework*** for the development of public policy is determined and applied.
4. Determine public policy direction	4.1 Strategic input is obtained from high-level staff in accordance with organisational/public sector protocols. 4.2 A range of policy options and ***criteria*** *for* ***choice*** are developed and communicated in a timely and understandable way to those responsible for selecting the policy direction. 4.3 Where appropriate, specific policy options are promoted to key individuals, organisations and groups. 4.4 A preferred public policy option is identified and risk treatments are determined in accordance with the policy development plan. 4.5 Approvals/endorsements are obtained in accordance with the policy development plan and public sector procedures and protocols.
5. Draft public policy	5.1 Public policy is drafted using a cyclical process of consultation, feedback, identification of changes and re-drafting implemented in accordance with the policy development plan. 5.2 Risk management processes are implemented in accordance with the policy development plan to ensure progress of the process against the timeframe and milestones. 5.3 An implementation plan that details responsibilities for implementation and strategies for transition, change management, and initial and ongoing training and maintenance of the policy, is included within the policy. 5.4 Mechanisms for monitoring compliance with the policy, quality assurance of the policy, and for evaluation of the policy are included within the policy. 5.5 The policy is developed in accordance with ***organisational requirements for style, format and contents***.
6. Release and promote public policy	6.1 Public policy is cleared through required channels, and agreement of critical stakeholders is gained in accordance with the policy development plan. 6.2 All stakeholders, particularly those who will be responsible for implementing the new or revised policy, are fully informed of the ***outcomes***, and fallout from dissenting stakeholders is managed in accordance with the policy development plan.

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ELEMENT	PERFORMANCE CRITERIA
	6.3 The policy is released and ***promoted*** in accordance with government requirements.
	6.4 Advice is provided to those affected by policy changes in accordance with organisational policy and procedures.

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- reading and evaluating complex and formal documents such as policy and legislation
- researching, analysing and presenting information
- preparing written reports requiring precision of expression and language and structures suited to the intended audience
- working as a member of an inter-agency team to consult on and validate policy
- adjusting communication to suit different audiences
- responding to diversity, including gender and disability
- dealing with different points of view and dissenting stakeholders
- accessing policies and legislation electronically or in hard copy
- identifying and addressing the environmental, sustainability and occupational health and safety implications of policy/s being developed

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- policy development processes and practices in the public sector
- current policies underpinning the work area
- government procedures and protocols
- public sector code/s of ethics and code/s of conduct
- principles of community engagement in policy development
- equal employment opportunity, equity and diversity principles
- environmental, sustainability and occupational health and safety implications of policy/s being developed

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Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPMNGT604B Manage change
  - PSPMNGT605B Manage diversity
  - PSPMNGT606B Manage quality client service
  - PSPMNGT608B Manage risk
  - PSPOHS602A Manage workplace safety
  - PSPPROC602B Direct the management of contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- development of public policy in a range of (2 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector policy and legislation
- public sector standards, procedures and protocols
- policy development guidelines

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing public policy, including coping with difficulties, irregularities and breakdowns in routine
- development of public policy in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as

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literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Events may include:

- Machinery of Government changes
- a shift to designing policy around a set of government priorities not organisational structures/individual agencies
- a focus on whole of government policies
- changes to legal risks
- emphasis on policy research focused on the mid to long term, as well as that developed to meet immediate needs of government

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- national or international events such as:
  - change in government
  - changes in government policy
  - changes in strategic direction
  - changes in legislation
  - changes in the policies of other governments
  - changing social trends
  - economic/technological change

Public policy may include:

- ongoing policy formulation to meet the immediate needs of government
- evidence-based policy
- policy focused on the medium to long term
- any aspect of Australian life or public sector services or practices for which government considers policy development is required

Stakeholders may include:

- all those individuals and groups both inside and outside the government that have some direct interest in government conduct, actions, products and services, including:
  - employees at all levels of the public sector
  - government
  - Ministers
  - clients
  - the public
  - other public sector organisations
  - other jurisdictions
  - union and association representatives
  - boards of management
  - international governments
  - international bodies
  - community groups
  - non-government organisations
  - special interest groups
  - key individuals of influence

Approving authority may include:

- chief executive officer
- delegated officer, such as policy manager
- senior management
- board of management
- managing director

Issues may include:

- political sensitivities
- social and cultural sensitivities/factors

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	• resource implications (of policy implementation) • technological influences/implications • jurisdictional issues • 'sunk cost' restrictions • non-consenting stakeholders at the end of the policy development process • refusal to be involved, blocking, hampering process
Policy requirements may be defined in terms of:	• context • rationale • issues to be addressed • expected outcomes • timeframe • business/government cycles • research methods • resource requirements for development • key stakeholders • communication strategy • feedback mechanisms for review • milestones • precedents • risk analysis • possible complications • success measures/learning from failure or previous problems • possible resource implications for implementation
Information gathering may include:	• stakeholder consultation • developments across the public sector or in private sector organisations • evaluation of similar policies • benchmarking (including international benchmarking) • current and closed files • surveys • literature reviews • Internet • comparing with approaches in other countries
Analytical frameworks may include:	• logical/rational (including best practice) • incremental • radical transformation
Criteria for choice of	• likely effectiveness

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preferred policy option may include:	• implementation timeframe and costs (including infrastructure) • interaction with other policies (existing or being developed) • consistency with broader government and community agendas
Organisational requirements for style, format and contents may require policies to be:	• forward-looking • outward-looking • principles-based • innovative, creative, flexible • evidence-based • inclusive • consistent • self-contained, with adequate coverage of the subject matter • accessible to the intended audience/understandable to all users • gender-neutral and written in non-discriminatory language
Outcomes of the policy development process may include:	• nature of the policy change • the outcomes expected by stakeholders • issues • expected costs • timelines • contextual factors (including any impact on other related policies)
Promotion of policy may include:	• formal launch • national campaign • information sessions • presentations • media campaign • ongoing advice

Unit Sector(s)

Not applicable.

Competency field

Policy.

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PSPREG401C Exercise regulatory powers

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the exercise of powers under the organisation's enabling legislation, and other relevant legislation for regulation, monitoring, inspection and investigation. It includes establishing regulatory powers, applying enabling legislation, utilising other legislation and standards, and working with other organisations.

In practice, exercising regulatory powers occurs in the context of other specialist and generalist public sector work activities such as acting ethically, promoting client compliance, assessing compliance, conducting investigations, making arrests, conducting search and seizure, interviewing, gathering evidence, etc.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish regulatory powers	1.1 Current information relating to enabling ***legislation*** and regulations is accessed and used to maintain up-to-date knowledge of requirements. 1.2 Powers provided under the legislation and the boundaries of those powers are confirmed. 1.3 Compliance requirements of the legislation, related regulations, standards, codes of practice and policy are identified and confirmed. 1.4 Acts and omissions that comprise non-compliance/offences under the legislation are identified and confirmed.
2. Apply enabling legislation	2.1 Circumstances where regulatory powers will be exercised are identified and analysed to determine ***response/s or measures*** to apply, in accordance with the legislation and organisational policy and procedures. 2.2 Circumstances requiring the exercise of regulatory powers that are outside own limits are identified and referral to others is made in accordance with organisational policy and procedures. 2.3 ***Risks associated with the exercise of regulatory powers*** are identified and strategies to manage risks are identified in accordance with the organisation's risk management strategy. 2.4 Enabling legislation is applied consistent with the boundaries and powers contained therein and organisational policy and procedures.
3. Utilise other legislation and standards	3.1 ***Other legislation*** and ***standards*** which impact on powers are identified and their requirements confirmed. 3.2 Apparently conflicting legislative directions are resolved or referred in accordance with organisational policy and procedures.

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ELEMENT	PERFORMANCE CRITERIA
4. Work with other organisations	4.1 Organisations that have jurisdictions which may overlap are identified and ***relationships*** are established and maintained in accordance with organisational policy and procedures. 4.2 Organisations available to provide assistance and advice or take referrals are identified and relationships are established for mutual benefit. 4.3 Organisational protocols and procedures are followed when working with ***other organisations***. 4.4 Compliance matters are referred to other organisations for action when required in accordance with organisational policy and procedures. 4.5 Lead agency protocols/lines of authority are followed during operations involving more than one organisation.

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- undertaking research and analysis
- using information technology to access relevant legislation and procedures
- reading complex written materials such as legislation, regulations, codes of practice and legal precedents and applying them to work practices
- using scanning techniques to locate main ideas in legislation, guidelines and policy documents
- engaging in discussion involving exchanges of often complex oral information
- communicating with a range of people from diverse backgrounds
- responding to diversity, including gender and disability
- choosing regulatory responses/measures to fit the circumstances and justifying those responses against legislation, guidelines, policy and regulations
- networking, building relationships and working with others
- applying occupational health and safety and environment procedures relating to the exercise of regulatory powers

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

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- full range of regulatory powers and the limits to those powers
- enabling legislation
- offences under the legislation
- aspects of criminal law, administrative law, industrial law, contract law
- statutory time limits
- applicable standards
- terminology used in legislation and procedures
- organisational policies, guidelines and regulations
- equity and diversity principles
- public sector legislation such as occupational health and safety and environment relating to the exercise of regulatory powers

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPCRT401B Carry out court orderly functions
  - PSPCRT402B Manage witnesses
  - PSPCRT403B Handle exhibits and documents tendered
  - PSPCRT404B Serve process
  - PSPCRT405B Handle monies received in satisfaction of warrants or orders
  - PSPCRT406B Compile and use official notes
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPREG402C Promote client compliance
  - PSPREG403B Assess compliance
  - PSPREG404C Investigate non-compliance
  - PSPREG405B Act on non-compliance

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- PSPREG406C Make arrests
- PSPREG407B Produce formal record of interview
- PSPREG408C Conduct search and seizure
- PSPREG409B Prepare a brief of evidence
- PSPREG411A Gather information through interviews

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- the exercise of regulatory powers in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of regulatory situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when exercising regulatory powers, including coping with difficulties, irregularities and breakdowns in routine
- the exercise of regulatory powers in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular target groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, 2 or more of:

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- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Legislation may include:

- State/Territory and Commonwealth legislation related to:
  - public sector management, financial management
  - auditor general
  - audit, customs and excise, quarantine, fisheries, agriculture, land management, conservation, coastal management, environmental protection, environment, insurance, legal administration (sheriffs, young offenders), workers compensation, occupational safety and health, workplace relations
  - planning, construction, transport, energy, mining, resource management, communications
  - education and children's services, employment, vocational education and training, equal employment opportunity and anti-discrimination

Regulatory responses or measures may include:

- audit
- caution
- clearance
- community protection

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- control
- encouragement to comply
- entry
- impoundment
- initiation of proceedings that may lead to prosecution
- inspection
- investigation
- issue of notices
- on-the-spot fines
- possession
- referral to another agency/jurisdiction
- search
- seizure
- surveillance
- warning

Risks associated with the exercise of regulatory powers may result from:

- workplace hazards
- environmental hazards
- equipment failure
- people engaged in illegal activities
- movement into and out of Australia of:
  - aircraft
  - cargo
  - people
  - postal articles
  - vessels
- client cultural background
- client literacy levels

Other legislation may include:

- aspects of common law
- aspects of Crimes Act 1914 and Criminal Code Act 1995
- contract law
- administrative law
- industrial relations law
- financial management Acts
- public service Acts

Standards may include:

- public sector standards
- government security standards
- fraud control standards

Relationships may include:

- informal
- formal

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Other organisations may include:	• memoranda of understanding (MOUs) • administrative appeals tribunals • Coroner's office • emergency services • federal police • fire and rescue • industrial inspectors • Local Government law enforcement officers • legal advisers • military police • security services • State/Territory police and special units • other State/Territory/Commonwealth departments/agencies • State/Territory/Commonwealth prosecution agencies

Unit Sector(s)

Not applicable.

Competency field

Regulatory.

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PSPREG404C Investigate non-compliance

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers identification of possible non-compliance and recommendations for ensuing action. It includes initiating a preliminary investigation to confirm non-compliance, and planning, conducting and finalising the investigation.

In practice, investigating non-compliance may overlap with other generalist or specialist public sector work activities such as acting ethically, exercising regulatory powers, acting on non-compliance, conducting formal records of interview, gathering and managing evidence.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Initiate preliminary investigation to confirm non-compliance	1.1 Information is assessed in terms of its accuracy and against legislative requirements to confirm likely non-compliance. 1.2 Information is tested against the legislation to confirm whether the possible breach falls within jurisdiction. 1.3 Importance/urgency of the matter is assessed and the priority is allocated to enable timely and effective action. 1.4 Documentation to commence investigation of alleged breach is initiated and meets legislative and organisational requirements.
2. Plan investigation	2.1 Objectives of the investigation are determined and ***resources*** to conduct the investigation are determined and obtained in accordance with organisational policy and procedures. 2.2 Risks associated with the investigation are identified and planned for, including sensitivities that might affect the organisation. 2.3 ***Methods*** to achieve the investigation's objectives are selected and authorised in accordance with ***legislation, policies and guidelines***. 2.4 Timelines are identified and tasks prioritised to inform the sequence of activities and provide for future review of the investigation process. 2.5 Communication and case management requirements are confirmed and initiated in accordance with organisational policy and procedures. 2.6 Investigation ***planning*** and recording is conducted in accordance with legislative requirements and organisational policy and procedures.
3. Conduct investigation	3.1 Subjects and suspects involved in the possible breach are identified and details are recorded in accordance with legislative

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ELEMENT	PERFORMANCE CRITERIA
	requirements and organisational policy and procedures.
	3.2 Information relevant to the investigation is collected and analysed in accordance with legislative requirements, rules of evidence and organisational policy and procedures.
	3.3 ***Exhibits*** are processed and managed in accordance with legislative requirements, rules of evidence and organisational policy and procedures.
	3.4 Likely defences are anticipated and evidence to counter them is included.
	3.5 The need for ***expert assistance*** is determined and arranged in accordance with organisational procedures.
4. Finalise investigation	4.1 If no breach has occurred or no action is to be taken, documentation includes reasons and justification, and is completed in accordance with organisational policy and procedures.
	4.2 If breach is confirmed, appropriate, timely ***action*** is ***recommended*** within the officer's discretion under the legislation and organisational policy and procedures.
	4.3 A record of the investigation and consequent recommendations for action are prepared and submitted in accordance with legislative and organisational requirements.

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- acting ethically
- applying legislation, regulations and codes of practice
- using process mapping
- undertaking research, analysis and problem solving in the context of investigating non-compliance
- reading and applying complex information from legislation
- communicating including questioning and negotiating meaning in sometimes difficult situations
- responding to diversity, including gender and disability
- using planning and time management in the context of investigations
- preparing written reports and recommendations requiring accuracy and formal

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structures and language
- using information technology for data analysis, recording and reporting
- applying public sector legislation such as occupational health and safety and environmental procedures in the context of investigation

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- investigation methodology and techniques
- rules and types of evidence
- storage and continuity of evidence
- applicable legislation
- aspects of criminal, civil or administrative law
- jurisdiction, powers and restrictions to investigate
- organisational policy and procedures
- cultural awareness
- confidentiality and privacy issues
- procedures re lines of reporting
- report procedures which provide a written and/or electronic audit trail
- public sector legislation such as occupational health and safety and environment relating to investigations

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV406B Gather and analyse information
  - PSPGOV408A Value diversity
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector

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- PSPREG401C Exercise regulatory powers
- PSPREG407B Produce formal record of interview
- PSPREG412A Gather and manage evidence

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- investigation of non-compliance in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of investigation situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when investigating non-compliance, including coping with difficulties, irregularities and breakdowns in routine
- investigation of non-compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios

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- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Resources may include:

- human, physical and financial and may include other agencies, such as:
  - other police organisations
  - National Crime Authority
  - Criminal Justice Commission/s
  - other government departments/agencies
  - non-government agencies such as financial institutions and insurance companies

Investigation methods may include:

- forensic examination/analysis
- informants/informers
- listening devices and other covert surveillance techniques
- search and search warrants
- computer interrogation/data retrieval
- door knocks
- using other sources of information, such as the media

Legislation, policies and guidelines may include:

- enabling legislation
- confidentiality
- privacy
- criminal, civil or administrative law
- contract law
- equal employment opportunity and anti-discrimination law
- disciplinary procedures
- government policy

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- organisational guidelines
- regulatory standards
- codes of practice
- international treaties (equal employment opportunity, world heritage)

Investigation planning may include:

- objectives
- methods
- risks
- timelines
- resources
- activities
- communication
- case management
- evidentiary elements of the offence

Exhibits may include:

- the individual items of evidence that could be presented to a court and may be required for viewing by:
- judicial officers
- prosecutors
- defence counsel
- expert and non-expert witnesses
- those required for audit purposes

Expert assistance may include:

- advice on/assistance with evidentiary matters
- audit matters
- data analysis
- document examination
- execution of search warrants
- fingerprinting
- forensic
- handwriting
- legal advice - director of public prosecutions, government solicitor
- photography
- recovery issues
- scientific or technical matters
- surveillance

Recommended action may include:

- measures to control/contain breach
- warning
- caution
- notice

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- fine
- arrest
- criminal prosecution
- civil action
- debt recovery strategy
- no action (must specify criteria for use of no action):
  - used where investigation identifies no offence or a relevant defence is raised
  - also used when exercising prosecutorial discretion

Unit Sector(s)

Not applicable.

Competency field

Regulatory.

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PSPREG407B Produce formal record of interview

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the competency to conduct and produce formal records of interview with suspects. It includes preparing for the interview, conducting the interview, and completing the record of interview.

In practice, producing formal records of interview may overlap with other generalist or specialist public sector work activities such as, exercising regulatory powers, acting ethically, complying with public sector legislation, applying government processes, gathering and analysing information.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for interview	1.1 ***Interview plan*** is developed in accordance with legislative, ethical and policy requirements. 1.2 Venue, ***equipment*** and ***personnel*** to be involved in/excluded from the interview are determined in accordance with legislative requirements and organisational guidelines. 1.3 ***Exhibits*** to be used in the interview are identified and made readily available for reference. 1.4 ***Risks*** associated with the interview are assessed and procedures for ensuring the safety of self and others are instigated.
2. Conduct and record interview	2.1 ***Interviewee*** is provided with ***preliminary advice*** and questioned to ensure their understanding of the ***interview process*** and their ***rights***. 2.2 ***Questioning techniques*** are used to gather information, and test and confirm its relevance, reliability and sufficiency, prior to concluding the interview. 2.3 Exhibits are introduced and fully described in accordance with legislative and organisational requirements. 2.4 Interview is ***conducted*** and ***recorded*** in accordance with the rules of evidence, ***legislative and organisational requirements*** so that outcomes are admissible in evidence. 2.5 Interview is ***concluded*** in accordance with legislative requirements, organisational policy and procedures. 2.6 A true record of interview is produced and ***post-interview procedures*** are completed in accordance with legislative timeframes and organisational requirements.

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Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- using interviewing techniques to suit a range of situations and interviewees, and varying style and language structure to suit a range of interviewees
- using techniques to defuse potentially dangerous situations
- engaging in exchanges of sometimes complex oral information
- using a range of communication techniques/methods that includes establishing rapport, reflective listening, probing, reflecting, negotiation, conflict resolution
- engaging in questioning that meets legal requirements for admissibility
- responding to diversity, including gender and disability
- undertaking research, analysis and problem solving
- using judgment, to test the veracity of information and vary questions and interviewing techniques to suit
- preparing interview documentation requiring accuracy of expression and formality in structure and format
- operating technical and electronic equipment, where necessary
- applying public sector standards and legislation such as occupational health and safety and environment in the context of formal interviewing

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- enabling and other relevant legislation
- organisational policies and guidelines relating to formal interviews
- interview techniques and points of proof
- rules of evidence and admissibility
- use of caution
- legal and ethical considerations for conducting interviews involving juveniles, Aboriginal and Torres Strait Islander peoples and disciplinary matters
- diversity issues in the context of interviewing suspects, witnesses and others
- procedures for using interpreters
- legal and organisational requirements for documentation
- legal requirements relating to electronic recording equipment
- public sector legislation such as occupational health and safety and environment relating to producing a formal record of interview

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Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPGOV408A Value diversity
  - PSPGOV422A Apply government processes
  - PSPREG401C Exercise regulatory powers
  - PSPREG412A Gather and manage evidence

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- formal records of interview produced in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to formal records of interview
- case studies and workplace scenarios to capture the range of situations likely to be encountered when conducting formal records of interview

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting formal records of interview, including coping with difficulties, irregularities and breakdowns in routine

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- conduct of formal records of interview in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Interview plan may include:

- allegation that is clear, unambiguous and concise, covering common proofs such as:
  - time
  - date

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- place
- jurisdiction
- identity

- proofs of an offence, such as:
  - evidence
  - corroboration
  - admissibility
  - elements
  - criminal intent
  - competence (e.g. age requirements, mental faculty etc)
  - legal presumptions
  - any anticipated or known defences
  - exculpations
  - key questions in sequential order, highlighting main points
- interview strategies appropriate to the situation and purpose of the interview, such as:
  - direct questioning
  - empathetic questioning
  - investigative interviewing
  - no leading questions
  - no double-barrelled questions
  - no cross-examination
- safety requirements for interviewer, interviewee and others present
- rapport building techniques
- strategies for working with uncooperative interviewees
- method of recording, and recordkeeping responsibilities

Equipment may include:

- recording equipment for:
  - tape recording
  - videotaping
  - electronic equipment
  - computer equipment
  - stationery

Personnel may include:

- second interviewer
- legal representatives
- consular representative
- senior staff
- colleagues
- interpreter

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- Aboriginal support persons
- independent person
- family member
- responsible adult in the case of juveniles
- special requirements that may apply for:
  - minor
  - disabled
  - age
  - gender
  - ethnicity
  - those needing to be excluded to maintain the integrity of the investigation

Exhibits may include:

- paper-based and electronic documents, including:
  - maps
  - photographs
  - videotapes
  - physical objects and materials
  - drugs
  - scientific evidence

Risks may include:

- uncooperative or hostile interviewee
- aggression
- violence
- distressed interviewee
- diversity issues

Interviewee may include:

- suspect (who may or may not be under arrest)
- witness
- informant
- informer
- complainant
- victim
- experts (such as persons with medical, scientific, legal or other specialist knowledge in the field)

Preliminary advice may cover:

- interview process
- interview time limits
- effect of prior interview/s occurring within previous 48 hours
- formal caution
- allegation
- voluntariness

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- recording requirements
- tape protocols (for chain of evidence requirements)
- number of interviewers
- statutory rights
- how the information gathered will be used

Interview process may include:

- purpose
- format/structure
- identification and personal details of interviewee
- roles of interviewers if more than one
- formal identification of interviewers
- full description of exhibits even if videotaped
- recording process, including use of new tapes, to be opened in front of the interviewee
- use of confirming questions, to obtain/record interviewee agreement regarding conduct of the interview and that the record of interview is accurate

Rights may include:

- caution
- legal representation
- consular representation
- interpreter
- silence
- notification of whereabouts to family/friends
- opportunity to make a written statement
- independent adult present (for juveniles)
- support person present (for Indigenous peoples, intellectually disabled)
- being treated with dignity and respect during searches and examinations
- know the purpose and intended use of the interview
- copy of taped record of interview within a given time
- copy of transcript of interview within a given time, if applicable
- sign/not sign statement

Questioning techniques may include:

- summarising
- re-phrasing
- paraphrasing
- clarifying questions
- open and closed questions
- cognitive interviewing
- using silence

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- establishing event lines or time lines
- non-leading questions

Conduct of interview includes:

- no threat, promise or inducement
- no unfair representation
- no physical abuse
- no acts of misconduct
- no duress
- no coercion
- adherence to standard operating procedures
- adherence to code/s of conduct and ethical requirements

Recording may include:

- audiotaping
- videotaping
- electronic data
- special arrangements, requests and activities not directly related to the interview such as:
  - persons present
  - times for breaks, such as toilet breaks
  - telephone calls
  - refreshments
  - medical attention
  - visitors
  - requests to see superiors
- meeting all legal and administrative requirements
- typewritten record of interview
- hand written record of interview

Legal and organisational requirements may include:

- complying with relevant Commonwealth, State/Territory legislation, such as Part 1C of the Crimes Act 1914
- observation of statutory time limits
- special arrangements for minors
- interviewees' legal rights which must be accorded to them throughout the interview
- ensuring suspects or witnesses understand their rights
- interviewee access to legal advice
- interviewee access to consular assistance
- union representation at interview
- presence of advocates for some groups, for example the intellectually disabled
- special arrangements for the interview of Aboriginal and Torres Strait Islander peoples
- special arrangements for the interview of people who do not

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	speak English • unwrapping new tapes in front of interviewee at commencement of interview • implementation of organisation agreements • arrangements for written statement when appropriate • other jurisdictional requirements
Concluding the interview may include:	• asking for a concluding statement • confirming that the information given was voluntary • agreement on time of conclusion of interview
Post-interview procedures may include:	• clearly labelling tapes • providing a copy of the audio or video tape to the interviewee at the close of the interview or within statutory time limit • transcribing the record of interview • providing a copy of the transcribed record of interview or statement to the interviewee at the close of the interview or within statutory time limit • securing record of interview in accordance with legislative and organisational requirements • security classification of information • sealing and securing master tape or data • securing recording equipment • acknowledging, signing and verifying record of interview by interviewee, where appropriate • processing/referral of alleged offender • completing organisational records/reports/files

Unit Sector(s)

Not applicable.

Competency field

Regulatory.

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PSPREG409B Prepare a brief of evidence

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the competency to prepare a brief of evidence. It includes analysing evidence, preparing and reviewing admissible evidence, developing a brief of evidence and coordinating witnesses.

In practice, preparing a brief of evidence may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with public sector legislation, applying government processes, gathering and analysing information.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Analyse evidence**	1.1 All related information is considered, whether likely to be admissible as evidence, or not. 1.2 Information is cross-checked to confirm origin, authenticity and reliability, and to anticipate challenge/s that may occur. 1.3 Gaps and inadequacies are identified and assessed to allow further collection of evidence where possible. 1.4 Information is handled and stored in accordance with legislative requirements and organisational policy and procedures.
2. **Prepare and review admissible evidence**	2.1 Witness and expert statements are prepared in accordance with legislative requirements and organisational policy and procedures. 2.2 ***Evidence*** is prepared in accordance with legislative requirements and organisational policy and procedures. 2.3 All evidence is included in the brief that is likely to be admissible by the court. 2.4 Non-admissible evidence is separated and retained. 2.5 Similar proofs are identified and reviewed to confirm that evidence is sufficient to proceed to prosecution. 2.6 Security, recording and continuity of evidence are maintained in accordance with legislative requirements and organisational policy and procedures.
3. **Develop a brief of evidence**	3.1 Brief of evidence is planned and prepared according to ***standards*** required by the ***prosecution***. 3.2 All ***required information*** is included in the brief and meets all legal requirements. 3.3 Brief is provided to prosecution and other parties as required by law and organisational requirements. 3.4 When required, counsel is briefed on the case and any

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ELEMENT	PERFORMANCE CRITERIA
	circumstances that may affect the progress and outcomes.
4. Coordinate witnesses	4.1 When required, expert witnesses are identified, familiarised with the evidence, and utilised in accordance with organisational policy and procedures.
	4.2 When required, witness summonses are organised in accordance with legal and organisational requirements.
	4.3 Contact is maintained with ***witnesses*** to ensure cooperation, communication and attendance at ***proceedings***.

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- undertaking analysis and research
- undertaking collation and compilation
- writing complex documents - reflecting key points of oral statements in written form in witness statements and in the brief of evidence
- report writing using formal structures and language
- making comparisons and exercising judgment about facts in written materials
- communicating with witnesses from diverse backgrounds
- responding to diversity, including gender and disability

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- sections of Evidence Act, Justice Act relating to preparation of a brief of evidence
- admissible evidence
- burden of proof
- court hearing procedures
- rules of evidence
- requirements of brief of evidence
- principles of disclosure
- anti-discrimination law
- organisational policies, guidelines and regulations
- equity and diversity principles

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- public sector legislation such as occupational health and safety and environment relating to the preparation of a brief of evidence

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPGOV422A Apply government processes
  - PSPREG401C Exercise regulatory powers
  - PSPREG407B Produce formal record of interview
  - PSPREG411A Gather information through interviews
  - PSPREG412A Gather and manage evidence

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- preparing a brief of evidence in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of situations likely to be encountered when preparing a brief of evidence

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Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when preparing a brief of evidence, including coping with difficulties, irregularities and breakdowns in routine
- preparing a brief of evidence in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is

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explained here.

Evidence may include:	• documentary, real and oral evidence • statements • interviews • exhibits
Required standards may include:	• having the brief reviewed by a legal authority to ensure completeness, accuracy, whether a prima facie case exists, and the likelihood of success • correlating witness statements to exhibits
Prosecution may include:	• organisation's prosecutor or prosecuting team • State/Territory/Commonwealth government prosecution authority • Crown solicitor
Information required in a brief of evidence may include:	• precedents • relevant sections of legislation • witness statements • records of interview • admissible evidence • other evidence

Witnesses may include:	• organisational personnel
	• professionals/experts
	• those with specific needs such as:
	  • distressed persons
	  • hostile witnesses
	  • minors
	  • complainants

Proceedings may include:	• courts • tribunals

Unit Sector(s)

Not applicable.

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PSPREG410B Give evidence

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers the requirements of giving evidence in a range of legal proceedings. It includes preparing for proceedings, presenting evidence, and following up outcomes of proceedings.

In practice, giving evidence may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with public sector legislation, applying government processes, working with interpreters.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics i***s explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Prepare for proceedings**	1.1 ***Arrangements for, role and involvement*** in ***proceedings*** are confirmed. 1.2 ***Documentation and exhibits*** are prepared in accordance with ***legislation, policy and procedures***. 1.3 Any ***witnesses*** are supported as required, in accordance with organisational policy and procedures, to attend proceedings and give evidence.
2. **Present evidence**	2.1 ***Protocols*** and ***rules of evidence*** relevant to the setting and the organisation involved are adhered to throughout proceedings. 2.2 Feedback from counsel and/or police and comments by ***deciding authority*** are noted and incorporated. 2.3 ***Evidence*** is presented in a clear, concise and articulate manner in accordance with organisational standards. 2.4 Quality and ***standard of evidence and presentation*** enhance the reputation and image of the organisation with the public, legal profession and colleagues. 2.5 Considered expert evidence is provided on request in accordance with the organisation's policy and consistent with qualifications and expertise.
3. **Follow up outcomes of proceedings**	3.1 The outcomes of the proceedings are noted and filed, and reports are completed where required according to organisational requirements. 3.2 Any ***required actions*** are implemented in accordance with organisational policies and procedures.

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Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- presenting evidence clearly and concisely
- writing reports
- word processing
- taking notes
- communicating with people from diverse backgrounds
- responding to diversity, including gender and disability
- making comparisons and exercising judgment about facts in written materials
- report writing using formal structures and language
- applying public sector standards and legislation such as occupational health and safety and environment in the context of giving evidence

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- court prosecution processes
- common law versus judicial precedent versus legislation
- specific powers of the organisation
- court/tribunal/commission structures
- jurisdiction of each court/tribunal/commission
- appeals systems
- role of legal personnel in judicial or quasi-judicial systems
- procedures and protocols in different judicial or quasi-judicial systems
- types of offences
- general principles of criminal liability
- exemptions and defences
- types of evidence admissible in judicial or quasi-judicial systems
- legislative requirements of presenting evidence
- use of notes in court/tribunal/commission
- organisation policies and procedures relating to preparation of documents and evidence and providing expert opinion
- public sector legislation such as occupational health and safety and environment relating to the presentation of evidence

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Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPGOV408A Value diversity
  - PSPGOV419A Work with interpreters
  - PSPGOV422A Apply government processes
  - PSPREG401C Exercise regulatory powers

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- giving evidence in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to presentation of evidence
- case studies and workplace scenarios to capture the range of likely offences for which evidence needs to be presented

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when giving evidence, including coping with difficulties, irregularities and breakdowns in routine
- giving evidence in a range of (3 or more) contexts (or

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occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Arrangements for, role and involvement may include:

- confirmation of time, date and location of proceedings
- confirmation of evidence required to be presented
- working with/briefing legal counsel

Proceedings may include:

- criminal, coronial and civil courts
- defence tribunals

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- industrial relations commissions
- State industrial tribunals
- workers compensation tribunals
- human rights commissions
- equal opportunity commissions
- land and environment courts
- royal commissions
- disciplinary hearings
- administrative reviews
- Parliamentary hearings

Documentation and exhibits may include:

- reports
- photographs
- items of evidence
- media footage
- reports of incidents
- files, correspondence, meeting notes
- radio/telephone record logs

Legislation, policy and procedures may include:

- legislation relevant to proceedings
- legislation relevant to the organisation
- operational performance standards
- organisational personnel practices and guidelines
- organisational quality standards

Witnesses may include:

- those directly involved
- bystanders
- experts
- organisational personnel
- distressed or unwilling witnesses
- complainants

Protocols may include:

- rules of court
- correct mode of address for judges, magistrates and other court users, in and out of court
- procedures for entering and leaving a courtroom
- complying with security procedures
- file handling procedures
- procedures for handling exhibits

Rules of evidence include:

- admissibility
- contemporaneousness

Deciding authority may

- magistrate

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include:	• judge
Evidence may include:	• different aspects in chief, cross-examination and re-examination
Standards for giving evidence may include:	• voice clarity • language • impartiality • respect for people and offices held • standards of dress • forms of address
Required action may include:	• follow-up action with legal authorities • re-listing for conciliation conference or arbitration • dealing with evidence, which may include disposal • preparing agreed orders • updating files • closing files

Unit Sector(s)

Not applicable.

Competency field

Regulatory.

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PSPREG411A Gather information through interviews

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers gathering information through interviews that do not result in a formal record of interview in the legal sense. Interviews may be conducted in a range of locations for a range of reasons. They may be overt or covert. The unit includes preparing for the interview, conducting the interview, and reviewing and correlating interview information.

Verbal questioning and other interactions undertaken outside a formal interview structure are not addressed in this unit as these are covered in other communication units in the Training Package, such as *PSPGOV412A Use advanced workplace communication strategies*.

In practice, gathering information through interviews may overlap with other generalist or specialist public sector work activities such as acting ethically, exercising regulatory powers, applying government processes, gathering and analysing information, assessing compliance, receiving and validating information.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for interview	1.1 The need for an interview is determined, and the ***context*** and ***requirements*** are established in accordance with ***organisational and legislative requirements***. 1.2 Interview ***planning*** is undertaken to ensure desired outcomes are achieved. 1.3 Interview arrangements are made in accordance with legislative and organisational requirements. 1.4 ***Materials*** to be used during the interview are prepared as required. 1.5 Advice is obtained as required on legislative or administrative issues relating to the conduct of the interview.
2. Conduct interview	2.1 Commencement of the interview is undertaken following organisational ***protocols*** and complies with legislative requirements. 2.2 Interview is conducted in a planned manner, with the sequence evident to others who may use the outcomes. 2.3 ***Questions*** are selected and used that are relevant, comprehensive, appropriate to the situation and the interviewee and adhere to the rules of evidence. 2.4 Problem solving skills are used to test, compare and contrast information as it is provided to influence the direction of further questions. 2.5 Information is ***recorded*** in accordance with organisational policy and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	2.6 Personal conduct is maintained in accordance with legal and organisational requirements and takes account of cultural and ethical issues.
3. Review and correlate information	3.1 Information is reviewed and clarified to ensure its relevance and sufficiency prior to concluding the interview.
	3.2 Information is transcribed if necessary and sensitive information is ***dealt with*** in accordance with organisational policy and procedures.
	3.3 Detailed analysis is conducted, and incomplete and irregular information is identified and noted or followed up in accordance with the nature of the interview and organisational requirements.
	3.4 Behavioural characteristics of significance to the purpose of the interview are confirmed.
	3.5 ***Post-interview activities*** are undertaken as required in accordance with organisational policy and procedures.

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- using interviewing techniques to suit a range of situations and interviewees
- engaging in exchanges of sometimes complex oral information
- varying style and language structure to suit a range of interviewees
- using techniques to deal with difficult interview situations
- using a range of communication techniques that include establishing rapport, listening, probing, reflecting, negotiation, conflict resolution
- responding to diversity, including gender and disability
- using critical analysis, evaluation and deductive reasoning
- using problem solving and decision making related to interviewing
- using judgment, to test the veracity of information and vary questions and interviewing techniques to suit
- preparing interview documentation requiring accuracy of expression and formality in structure and format
- operating technical and electronic equipment, where necessary
- applying public sector standards and legislation such as occupational health and

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safety and environment in the context of interviewing

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- application of legislation to interviewing including privacy, ethics, confidentiality and freedom of information
- organisational policies and guidelines relating to interviews
- questioning techniques
- legal and ethical considerations for conducting interviews
- cultural awareness in the context of interviewing
- procedures for using interpreters
- legal and organisational requirements for documentation
- legal requirements relating to recording of information
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment, relating to interviews

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV406B Gather and analyse information
  - PSPGOV408A Value diversity
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPREG401C Exercise regulatory powers
  - PSPREG403B Assess compliance
  - PSPREG415A Receive and validate information

Overview of evidence

In addition to integrated demonstration of the elements and their

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requirements

related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- information gathered via interviews in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to gathering information through interviews
- case studies and workplace scenarios to capture the range of situations likely to be encountered when gathering information through interviews

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when gathering information through interviews, including coping with difficulties, irregularities and breakdowns in routine
- information gathered via interviews in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning

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- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Contexts may include:

- informal interviews
- interviews against set criteria
- interviews to assess applications
- initial investigation of complaints
- audits
- intelligence gathering
- threat assessment
- security vetting
- overt interviews
- covert interviews, under specific legislative powers

Requirements may include:

- interview location/environment:
  - office
  - designated interview room
  - in the field (including overseas)
  - private home
  - at a client/contractor location
  - in other agencies
- timing
- personnel present:
  - senior staff
  - colleagues
  - interpreter
  - support persons

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- method of recording:
  - tape recording
  - videotaping
  - hand written
  - typewritten/word processed
  - file notes
- equipment:
  - electronic equipment
  - recording equipment
  - computer equipment
- availability of interviewee

Organisational and legislative requirements may include:

- organisational policy, procedures and guidelines
- international treaties and protocols
- cross-jurisdictional protocols
- organisation's strategic objectives
- national strategic objectives
- security constraints
- public sector codes of conduct/ethics
- confidentiality requirements
- Commonwealth, State/Territory or Local Government legislation such as:
  - Freedom of Information Act 1982
  - Privacy Act 1988
  - Archives Act
  - Crimes Act 1914 and Criminal Code 1995
  - Evidence Act
  - the organisation's enabling legislation

Interview planning may: include

- purpose
- structure
- context
- expectations
- intended/desired outcomes
- criteria for assessment
- risk management considerations
- key questions in sequential order, highlighting main points
- assessing sources of information
- interview strategies appropriate to the situation and purpose of the interview, such as:
  - direct questioning

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- empathetic questioning
- investigative interviewing
- exclusion of leading questions
- avoidance of cross-examination

- safety requirements for interviewer, interviewee and others present

Materials may include:

- paper-based and electronic documents, including:
  - maps
  - photographs
  - videotapes
  - physical objects and materials
  - audiotapes

Commencement protocols may include:

- introductions
- producing identification/authority
- explaining the purpose, process and recording requirements
- confirming confidentiality of information, if appropriate to the interview purpose

Questioning techniques may include:

- summarising
- re-phrasing
- paraphrasing
- open and closed questions
- cognitive interviewing
- using silence
- active listening
- using and recognising body language
- identifying and overcoming barriers to communication
- investigative interviewing techniques

Recording may include:

- hand written record of interview
- typewritten record of interview
- audiotapes
- videotapes

Dealing with sensitive information may include:

- information security procedures

Post-interview activities may include:

- interview report
- interview assessment report
- informal judgment
- recommendations with supporting reasons/evidence
- suggesting solutions to problems encountered during the interview

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- informing stakeholders of outcome of interview
- providing briefings on outcomes

Unit Sector(s)

Not applicable.

Competency field

Regulatory.

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PSPREG412A Gather and manage evidence

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor, evidence guide and range statement edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake all activities involved in gathering and managing evidence. It includes planning and activating evidence collection, identifying persons of interest, collecting and storing evidence, and summarising and reporting on evidence.

Licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to individuals in a range of regulatory work environments whose role includes gathering and managing physical or documentary evidence from a range of sources such as search and seizure activities, online research, interviews with persons of interest, audits

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and activate evidence collection	1.1 ***Evidence*** requirements are researched to establish the type and standard of evidence and ***resources*** required when the size of investigation and/or type of offence/s require this. 1.2 Approval to commence investigation is obtained in accordance with organisational policy and procedures. 1.3 Plan of action is agreed in accordance with organisational policy and procedures, and communication and review processes are established. 1.4 Evidence recording process is put in place in accordance with organisational guidelines and legislative requirements.
2. Identify persons of interest	2.1 Possible witnesses are identified, located and contacted to request that they provide information. 2.2 Particulars of witness/es are documented according to correct evidentiary procedures. 2.3 ***Responsible parties*** are identified, located and their ***particulars*** are recorded in accordance with correct evidentiary procedures. 2.4 Responsible parties are contacted for interview in accordance with organisational procedures and legislative requirements, and informed of the nature of the investigation, if required by law.
3. Collect and store evidence	3.1 ***Authority to search*** is obtained/verified, involving other organisations where necessary. 3.2 Evidence is identified, ***collected***, ***labelled***, recorded and preserved according to exhibit management principles for later use in proceedings. 3.3 Evidence is ***managed*** in accordance with the principles of continuity of possession, ***legislation and standards***. 3.4 Corroboratory evidence is collected, documented and preserved. 3.5 ***Expert*** skills and knowledge are accessed when necessary to

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ELEMENT	PERFORMANCE CRITERIA
	further assist staff in areas where they cannot or are not authorised to act.
	3.6 Constant review is implemented during evidence collection to enable gaps and inadequacies to be addressed in accordance with organisational policy and procedures.
4. Summarise and report on evidence	4.1 Verbal and written summaries/***reports*** are made in accordance with legislative and organisational requirements.
	4.2 Outcomes of investigation are entered into data management systems according to organisational guidelines.

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- organising and problem solving
- liaising and negotiating
- communicating with people from diverse backgrounds
- responding to diversity, including gender and disability
- making comparisons and exercising judgment about facts in written materials
- report writing using formal structures and language
- applying public sector standards and legislation such as occupational health and safety and environment in the context of gathering and managing evidence

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- rules of evidence relevant to the jurisdiction
- evidence legislation relevant to the jurisdiction
- legislation which contains the offence/s under investigation
- document management systems
- exhibit management principles
- organisational policies, guidelines and regulations
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment relating to gathering and management of evidence

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Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms consistency of performance in gathering and managing evidence.

This will include evidence of:

planning for, collecting, storing and reporting on evidence (including through interview) for at least three actual or simulated siatuions on three separate occasions or for three different situations/contexts

adhering to legal, ethical and organisational requirements relating to gathering and managing evidence.

Context of specific resources for assessment

Assessment must ensure access to a real or simulated workplace environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered while gathering and managing evidence, including coping with difficulties, irregularities and breakdowns in routine.

Access is required to resources such as:

- applicable legislation, policies and procedures
- case studies and workplace scenarios to capture the range of requirements for situations likely to be encountered

Method of assessment

Assessment methods suitable for valid and reliable assessment of this unit of competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- written or oral questions
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

Guidance information for assessment

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse

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backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Evidence may include:
- real, oral, computer data or documentary
- photographic or video
- new evidence which results in reopening an investigation
- requirements identified in an evidence guide or evidence matrix

Establishing resource requirements may require:
- an estimate of the costs of gathering evidence

Responsible parties may include:
- suspects
- alleged offenders
- obligation holders
- employers
- principal contractors
- owners
- operators

Particulars of responsible parties may include:
- personal details
- identification of assets and entitlements for criminal or civil recovery purposes

Authority to search may include:
- warrant already issued
- no requirement for search warrant under powers of enabling legislation
- affidavit
- confirming the legal basis for the search and seizure

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	• appropriate information to ground a warrant • requirement to obtain search/seizure warrant before proceeding • organisational approval/s to undertake search and seizure • completion/submission of organisational documents relating to planned search and seizure • the need for assistance from other agencies/jurisdictions • referral to other agencies
Evidence collection may include:	• voluntary submission • acquisition through legislative powers • following new lines of inquiry suggested during the process of gathering evidence • cautions • safeguards
Labelling of evidence may include:	• date • time • location • details of person/s giving the evidence • person/s collecting the evidence
Evidence management may include:	• systematic recording (such as dating and numbering) • indexing and labelling system • using written or electronic database systems • referral to prosecution organisations at any stage • constant reviews during an investigation • restricting access to evidence • and must follow the principals of chain of evidence/rules of evidence
Legislation and standards may include:	• relevant Commonwealth/State/Territory legislation and guidelines • ethical and conduct standards • judicial standards which must be followed in evidence collection to ensure the continuity of possession and admissibility of the evidence • organisational policies and procedures

Expert skills and knowledge may include:	• police, other law enforcement agencies
	• private provider
	• standards setting organisation
	• input such as:
	  • search warrant
	  • surveillance

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- scientific analysis

Reports may be:

- to finalise case
- to inform team members and management
- to refer to other sections or organisations
- to prepare for final summation in proceedings
- edited and security coded for a particular audience

Unit Sector(s)

Not applicable.

Competency field

Regulatory.

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PSPREG415A Receive and validate data

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers activities related to handling data received from a variety of sources which may then be acted upon or referred for further action. It includes receiving and recording data, verifying its authenticity and recommending/taking action as a result.

In practice, receiving and validating data may overlap with other generalist or specialist public sector work activities such as acting ethically, exercising regulatory powers, applying government processes, acting on non-compliance.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Receive information**	1.1 Required ***information*** is identified, requested and/or received in accordance with legislative powers, organisational policy and procedures.
	1.2 Incoming information is checked for gaps, anomalies, deficiencies or discrepancies, and compared with pre-existing information, where relevant.
	1.3 Additional ***data sources*** are accessed and information is obtained to fill gaps and compare with information received.
	1.4 Incoming information is receipted if required in accordance with organisational policy and procedures.
2. **Record information**	2.1 Accurate recording of information is carried out in line with organisational procedures, confirming relevant details of source.
	2.2 Records are maintained as accurate, complete and up-to-date and are presented in the required format.
	2.3 Legislative requirements for recording and storage of information are complied with.
	2.4 Procedures for storage and management of confidential and sensitive information are adhered to.
3. **Verify authenticity of information**	3.1 Initial selection of information is completed using preliminary cull to eliminate unreliable data.
	3.2 Information is corroborated and assessed for its integrity, validity and reliability.
	3.3 Validation or corroboration is carried out with existing information as well as information from outside organisations and other sources where relevant.
	3.4 Useful and useable information is extracted, interpreted and organised in a form that is accessible to users.
	3.5 Analysis is conducted in accordance with agreed indicators and

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ELEMENT	PERFORMANCE CRITERIA
	assessment is accurate, relevant and complete.
4. Recommend/take action as a result of information received	4.1 Outcomes are recorded and reported in accordance with organisational policy and procedures.
	4.2 Actions are recommended or taken as a result of the outcomes.
	4.3 Decision is documented showing reasons for proceeding/not proceeding or taking other action, after discussion with management, where required.
	4.4 Areas or other organisations that may be affected by information received or outcomes, are identified and informed, in accordance with organisational procedures and legislative requirements, to optimise usefulness of information.

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- undertaking research and critical analysis
- using deductive reasoning and evaluation techniques related to information analysis and corroboration
- communicating with a range of diverse clients and staff
- responding to diversity, including gender and disability
- using problem solving and decision making
- using information technology for managing records and files
- applying occupational health and safety and environmental procedures in the context of receiving and validating data

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- public sector legislation, standards and codes of practice
- organisational policy, procedures and guidelines
- international treaties and protocols where these apply
- legislation for freedom of information, privacy, security, occupational health and safety, Crimes Act 1914 and Criminal Code Act 1995
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- indicators for analysis of data

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- profiles and trends related to activities within the organisation
- management of secure information
- equity and diversity principles
- occupational health and safety and environmental considerations relating to receiving and validating data

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit:*Nil*
- *Co-requisite* units that must be assessed with this unit:*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC401A Uphold and support the values and principles of public service
  - PSPGOV408A Value diversity
  - PSPGOV422A Apply government processes
  - PSPLEGN401A Encourage compliance with legislation in the public sector
  - PSPREG401C Exercise regulatory powers
  - PSPREG405B Act on non-compliance
  - PSPFRAU401B Monitor data for indicators of fraud

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- receipt and validation of data in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, regulations, policy, guidelines and standards relating to receipt and validation of data

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- public sector values and codes of conduct
- case studies and workplace scenarios to capture the range of situations likely to be encountered when receiving and validating data

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when receiving and validating data, including coping with difficulties, irregularities and breakdowns in routine
- receipt and validation of data in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics i***n the Performance Criteria is explained here.

Information may be:

- written
- oral
- photographic
- electronic
- classified
- not in the public domain
- financial
- personal:
  - academic qualifications/academic transcripts
  - birth certificate
  - citizenship
  - decree nisi/decree absolute
  - deed poll
  - discharge certificate
  - employment histories
  - marriage certificate
  - passport
  - travel documents
- about clients or staff
- checked for age, compatibility and validity

Data sources may include:

- applications
- correspondence
- declarations
- diary entries
- electronic records
- email
- fax records
- files
- graphics
- incident reports
- Internet/intranet
- notes

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- personal records
- pager records
- security records
- security risk management plans
- telephone messages
- video images
- information provided under public interest disclosures, protected disclosures or whistleblowing legislation

Unit Sector(s)

Not applicable.

Competency field

Regulatory.

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PSPREG418A Advise on progress of investigations

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers ongoing review of activities throughout an investigation to ensure the effective outcome of the investigation. It includes summarising and reporting on the progress of an investigation, identifying and analysing problems and recommending further action.

In practice, advising on the progress of investigations may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.	Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Summarise and report on progress of investigation**	1.1 Ongoing monitoring of the investigation, changes in direction and resource implications are recorded and reported. 1.2 ***Progress***, problems and resource usage are reviewed in accordance with the investigation plan. 1.3 Progress reports/***briefings*** are prepared and disseminated in accordance with organisational requirements. 1.4 Records and systems are ***secured*** and updated regularly in accordance with organisational policy and procedures.
2. **Identify and analyse problems**	2.1 Problems are recorded and suggestions made for resolving or referring them. 2.2 ***Modifications*** to the process of investigation are suggested and solutions are implemented where practicable. 2.3 Referral of the investigation to another agency is recommended where jurisdiction/resources make this the preferred option under organisational policy and procedures. 2.4 If no further action is to be taken on an investigation, reasons and supporting documentation are recorded in accordance with organisational policy and procedures. 2.5 If an investigation is terminated, recommendations for referral to another organisation are made if appropriate and are documented for the organisation's information in future similar cases.
3. **Recommend further action**	3.1 Any ***areas of potential risk*** identified by/affecting the investigation are notified in accordance with organisational policy and procedures, together with suggestions for early intervention measures. 3.2 Suggestions are made regarding further avenues of enquiry. 3.3 ***Follow-up tasks*** are identified and actioned in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational policy and procedures.

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- undertaking analysis and problem-solving
- engaging in exchanges of sometimes complex oral information
- varying style and language during briefings to suit a range of audiences
- responding to diversity, including gender and disability
- writing summaries, briefing papers and reports requiring clarity, accuracy and formality of structure and language
- applying public sector standards and legislation such as occupational health and safety and environment in the context of investigations

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation relating to the offences under investigation
- procedures for investigation
- administrative legislation relating to the organisation
- organisational guidelines for reporting and information management
- legal and organisational requirements for documentation
- ethical standards
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment relating to the conduct of investigations

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed

- *Pre-requisite* units that must be achieved prior to this

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together	unit:*Nil*
	• *Co-requisite* units that must be assessed with this unit:*Nil*
	• *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
	  • PSPETHC401A Uphold and support the values and principles of public service
	  • PSPLEGN401A Encourage compliance with legislation in the public sector
	  • PSPGOV422A Apply government processes
	  • PSPREG401C Exercise regulatory powers
	  • PSPREG404C Investigate non-compliance
	  • PSPREG412A Gather and manage evidence
	  • PSPREG419A Finalise and report on investigations

Overview of evidence requirements	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: • the knowledge requirements of this unit • the skill requirements of this unit • application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) • advice on the progress of investigations in a range of (3 or more) contexts (or occasions, over time)
Resources required to carry out assessment	These resources include: • legislation, policy, procedures and protocols relating to investigations • case studies and workplace scenarios to capture the range of situations likely to be encountered when advising on the progress of an investigation
Where and how to assess evidence	Valid assessment of this unit requires: • a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when advising on the progress of investigations, including coping with difficulties, irregularities and breakdowns in routine • advice on the progress of investigations in a range of (3 or more) contexts (or occasions, over time) Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as: • people with disabilities • people from culturally and linguistically diverse

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backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Progress in an investigation requires:

- effective administrative processes for all aspects of the investigation
- appropriate resource allocation
- correct evidence collection and management
- availability of witnesses and evidence
- authorisations (e.g. from an authorised justice)

Briefings may include:

- written
- oral

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	• formal • informal
Securing records and systems may include:	• standard security procedures • security classification of records • restricting access to records • restricting electronic access to systems • restricting physical access to systems and records
Modifications may include:	• re-evaluating the resources of the investigation • referring the matter to another organisation

Areas of potential risk may include:	• those affecting the investigation:
	  • public interest in investigation
	  • hostile witness/es
	  • ill-health of witness
	  • flight risk of those being investigated
	• those identified by the investigation:
	  • potential for fraud/corruption elsewhere in an organisation or other organisations
	  • inadequate security arrangements uncovered
	  • likelihood of other potential perpetrators

Follow-up tasks may include:	• referrals to prosecution organisations • completion of documentation • referral for recovery action, which may be accompanied by liquidity analysis • reporting results to superiors • updating files

Unit Sector(s)

Not applicable.

Competency field

Regulatory.

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Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor, application of unit, evidence guide and range statement edited.
2	PSP04V4.2.	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to effectively coordinate investigative processes, conducted internally, with or by an outside organisation.

No licensing, legislative, regulatory or certification requirements are applicable to this unit at the time of publication

Application of the Unit

This unit applies to individuals in a range of regulatory work environments who are authorised to plan and prepare for investigations, lead and support investigation teams, monitor progress throughout investigations, and finalise, report on and conduct debriefings related to a range of different investigations under enabling legislation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in ***bold italics*** is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan investigation	1.1 Objectives and desired outcomes of the ***investigation*** are identified, documented and communicated to investigation team. 1.2 Relevant legislation is reviewed and ***stakeholders*** are consulted to ensure sound preparation for the investigation. 1.3 Resource requirements are identified and authorised after considering other organisational needs. 1.4 Communications strategy is established in consultation with team. 1.5 Continuous review mechanisms are put in place to monitor the progress of the investigation. 1.6 ***Investigation management system*** is used to develop investigation plan, allocate resources and provide for systematic recording of investigation decisions.
2. Prepare for investigation	2.1 An evidence matrix is developed and updated as required. 2.2 Assessment is made of possible avenues of enquiry. 2.3 Elements/proofs of the offence are determined and witnesses are identified. 2.4 Consultation is conducted with other organisations when investigation impacts on their organisation. 2.5 Potential for recovery action is assessed and liaison occurs with appropriate authorities to determine when recovery action should begin and what is involved.
3. Lead and support investigation team	3.1 Personnel are allocated to the investigation based upon their skills, knowledge and abilities in relation to the requirements of the investigation. 3.2 Specialist resources are located internally and externally to facilitate successful outcome. 3.3 Administrative support is organised from commencement of investigation. 3.4 Ongoing advice and support are provided to the team in accordance with the requirements of the investigation.

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ELEMENT	PERFORMANCE CRITERIA
	3.5 Investigation plan is revised as required in response to ***contingencies*** in consultation with investigative team, and incorporating suggestions where practicable.
4. Monitor progress of investigation	4.1 Investigation is monitored against the requirements of the continuously updated investigation plan.
	4.2 Evidence collection and handling of witnesses/alleged offenders is monitored to ensure conduct is in accordance with rules of evidence and procedural fairness considerations.
	4.3 Team members are regularly consulted on progress of the investigation in both informal situations and scheduled reviews.
	4.4 Obstacles encountered during the investigation are discussed and solutions found.
	4.5 ***Key tasks***, deadlines and timelines are monitored, risks anticipated and extra resources and/or external expertise authorised as required in accordance with the investigation are plan.
	4.6 Requirement for specialists is monitored to ensure their cost-effective use.
5. Finalise and report on investigation	5.1 Final stage of investigation is supervised to ensure conclusion in court or other body if appropriate.
	5.2 Investigation is finalised within (revised) budget and time restrictions and results are recorded in accordance with legislative and organisational requirements.
	5.3 Administrative/recovery actions are initiated where appropriate.
	5.4 Witnesses, alleged offenders and other persons/organisations affected by the investigation are provided with sufficient information about the outcome.
	5.5 If planned outcome is not achieved, follow-up actions are planned to progress to next stage or to take no further action.
	5.6 Reports are made to management on outcomes relevant to future compliance activities particularly on how organisational procedures assisted or impeded investigation.
6. Conduct debriefing	6.1 Activities are reviewed against objectives and outcomes of the investigation.
	6.2 Strengths and weaknesses in investigation process are highlighted for future investigations.
	6.3 Precedents and problems are noted for future investigations.
	6.4 Achievements are acknowledged through formal and informal means.
	6.5 ***Debriefing report*** is prepared in accordance with organisational policy and procedures.

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Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- undertaking project management that contributes to achieving stated objectives of the investigation and effective utilization of resources
- managing contracted services and specialist staff where required
- writing reports requiring formal language and structure and precision of expression
- using communication to suit a range of audiences
- conducting complex oral exchanges in briefing sessions and team meetings
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of investigations

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- the role of investigations in achieving the organisation's strategic compliance objectives
- Australian Government Investigation Standards (AGIS)
- legislative and jurisdictional requirements
- organisational policy and procedures
- aspects of criminal, civil or administrative law as apply in that jurisdiction
- investigation methodology and techniques
- powers and restrictions to investigate
- rules and types of evidence
- report procedures which provide a written and/or electronic audit trail
- confidentiality and privacy issues
- procedures regarding lines of reporting
- storage of evidence
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of investigations

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Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms consistency of performance in coordinating investigation processes.

This will include evidence of:

- coordinating at least three actual or simulated investigations, on three separate occasions or for three different situations/contexts
- adhering to legal, ethical and organisational requirements relating to investigations.

Context of and specific resources for assessment

Assessment must ensure access to a real or simulated workplace environment that closely resembles normal work practice and replicates the range of conditions likely to be encountered while coordinating investigation processes, including coping with difficulties, irregularities and breakdowns in routine.

Access is required to resources such as:

- applicable legislation, policies and procedures
- case studies and workplace scenarios to capture the range of requirements for situations likely to be encountered
- technology for investigation management systems.

Method of assessment

Assessment methods suitable for valid and reliable assessment of this unit of competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- written or oral questions
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses.

Guidance information for assessment

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

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- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in ***bold italics*** in the Performance Criteria is explained here.

Investigations may include:	• complete investigations • joint investigations with other agencies • parts of investigations carried out in-house • outsourced investigations • those referred to other relevant law enforcement agencies (for example police, Independent Commission against Corruption, Criminal Justice Commission) • formal enquiries that do not proceed to investigation
Stakeholders may include:	• law enforcement agencies • standards setting organisations • other government agencies • industry group • informants
Investigation management system may include:	• review process • level of financial and human resources required • use of IT case
Action may include:	• recovery action

Contingencies may include:	• receipt of new information
	• changes in:
	  • times
	  • budgets

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- plans
- staff

Key tasks may include:

- authorities, powers and limitations on those monitoring the collection and handling of evidence which is vital to the outcome of investigation
- updating information systems and recording

Debriefing report includes:

- whether desired result was achieved
- why the investigation succeeded or failed
- aspects to be used/avoided in the future
- details of issues and recommendations

Unit Sector(s)

Not applicable.

Competency field

Regulatory.

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PUAPOL028B Manage investigation information processes

Modification History

PUAPOL028B Release 3: Unit Descriptor and Application revised.

PUAPOL028B Release 2: Layout adjusted. No changes to content.

PUAPOL028B Release 1: Primary release.

Unit Descriptor

This unit covers the competency to gather and process information pertaining to criminal investigations undertaken by designated investigators.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

The application for this unit has not been fully developed. It will be reviewed as part of the process of implementing the Design Model for Streamlined Training Package Material.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence

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Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Use information-gathering techniques	1.1 ***Potential sources of information*** are identified and assessed 1.2 Identified sources of information are utilised 1.3 Information is obtained from identified sources, in accordance with organisational guidelines, Freedom of Information and Privacy legislation 1.4 ***Informants*** are cultivated and managed 1.5 Persons/locations of interest are monitored
2. Evaluate information	2.1 Elements of offence and coronial needs are identified 2.2 Persons/locations of interest are identified and profiles maintained 2.3 All potential intelligence/***evidence*** is identified from obtained information 2.4 The validity and integrity of the information is evaluated fairly and objectively 2.5 Relevant information is used to inform decision-making 2.6 Information is corroborated independently where possible
3. Respond to information	3.1 Information is placed into relevant information systems in accordance with organisational policy and procedures 3.2 Information is communicated to relevant areas 3.3 Security of information is maintained 3.4 Information gathered is responded to through immediate action or further inquiry or filing

Required Skills and Knowledge

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

Required Skills

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- written and oral communication (listening, establishing rapport, public relations, negotiation, conflict resolution, feedback)
- sourcing
- collecting and evaluating diverse pieces of information
- using information storage and retrieval systems
- classifying information
- validating information
- compliance with operational safety guidelines when dealing with informants
- identifying and managing informants
- disseminating information in appropriate forms

Required Knowledge

- organisational corporate goals and objectives
- legislation and organisational guidelines relevant to information collection
- storage and retrieval including FOI and Privacy legislation
- organisational guidelines for dealing with informants
- investigative processes
- including surveillance and intelligence processes pertaining to the area of investigational responsibility
- information sources
- security classification criteria and dissemination protocols
- information evaluation processes for establishing validity and reliability
- professional codes of conduct/ethics relating to the investigatory process

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in the gathering of information that is accurate and relevant to the investigation. **Consistency in performance** Evidence of competency in this unit will need to be gathered over time and from across a range of simulated and/or actual workplace activities.
Context of and specific resources for assessment	**Context of assessment** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments. **Specific resources for assessment** No special requirements.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Potential sources of information may include:

- internal (documents/databases, intelligence, specialist sections such as covert/surveillance policing, technical services and forensic services and other police)
- external (witnesses, victims/suspects/informants/ informers, government agencies and authorities, private agencies, literature, members of the public, surveillance)

Informants may be cultivated and managed in the following ways:

- researching background reliability
- communicating with persons at all levels
- recording information accurately
- displaying knowledge of specialist crime culture and terminology
- identifying motives of informants (these may include money, revenge, consideration of penalty, civic duty)
- controlling informants effectively
- registering informants correctly
- maintaining personal integrity
- anonymity and own counsel
- maintaining contact with informants regularly
- being self-motivated in cultivating informants

Evidence may include:

- direct
- circumstantial
- physical
- opinion
- documentary
- hearsay

Information systems are:

- either computer based or manual. What relevant information systems are depends on:
  - importance of information
  - sensitivity of information
  - reliability of information
  - where information is to be disseminated

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Unit Sector(s)

Not applicable.

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PUATEA001B Work in a team

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers competency in working with others and making a positive contribution to the effectiveness and efficiency of a team in a work environment when predominantly under direct supervision. Limited responsibility towards others is required.

Application of the Unit

This unit applies to all workers working in the Public Safety industry, but is particularly relevant to new workers in assisting integration with the organisational team culture of the agency.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit	Performance Criteria describe the required performance needed to demonstrate achievement of the element.

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of Competency.	Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Contribute to team activities	1.1 Roles and responsibilities of team members are recognised. 1.2 Contribution is made to identifying team goals and objectives. 1.3 ***Activities*** are completed to required standard within timeframe and in accordance with ***organisation's policies and procedures.*** 1.4 ***Assistance*** in the completion of tasks is requested from other team members where appropriate. 1.5 Team members are assisted to ensure efficient and safe completion of tasks in accordance with organisation's policies and procedures. 1.6 Participation by team members is encouraged and acknowledged. 1.7 Changes in allocated role and responsibilities are implemented. 1.8 Team meetings are attended regularly and punctually.
2. Share knowledge and information	2.1 Information relevant to work is communicated effectively with team members to enable efficient completion of tasks in accordance with the organisation's policies and procedures. 2.2 Knowledge and skills are shared between team members.
3. Give and receive support to/from team members	3.1 ***Feedback***/assistance is given to other team members in an appropriate manner. 3.2 Team members are supported in achieving workplace goals. 3.3 Feedback from other team members is acted upon appropriately.

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Required Skills and Knowledge

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

Required Skills

- encouraging others/team members
- following instructions
- interpersonal skills
- listening and using a variety of communication skills
- providing suggestions and information
- reporting information

Required Knowledge

- composition of workplace teams and roles and responsibilities of team members
- non operational and operational communication processes
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	It is essential for this unit that competence be demonstrated in the effective communication and contribution to the achievement of tasks consistent with agreed goals. **Consistency in performance** Evidence will need to be gathered over time in a variety of team situations including regular work group and occasional or one-off work group.
Context of and specific resources for assessment	**Context of assessment** On the job or in a simulated workplace environment. **Specific resources for assessment** No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

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Teams comprise	• two or more people working towards a shared purpose
Appropriate situation to request assistance may include:	• difficulty meeting timelines • to comply with occupational health and safety requirements • unsure of best method to complete task • to maximise efficiency
Assisting other team members may include:	• own tasks completed • to comply with occupational health and safety requirements • assistance requested • actions of others do not comply with requirements • other team member appears to be having difficulty completing task
Contribute to workplace goals may include:	• completion of task • achievement of new competencies • development of new skills • attainment of new knowledge • personal development
Activities may include:	• working with other members of a team in a work environment or responding in a combat or support role to natural emergencies technological/industrial emergencies • civil/political emergencies and non emergency operations including community events • public relations – activities • sporting events • parades • festivals
Conditions under which this competency may be required include	• hazardous conditions eg adverse weather • after dark operations • difficult terrain • time pressure • varying time frames from immediate/short term to long term response operations • varying access to equipment/resources necessitating the use of improvised techniques • single or multi organisation responses • dealing with human behaviours that result from emergency situations • non-emergency operations and events eg training and community education
Appropriate feedback on	• acknowledging initiative

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performance may include:	• aptitude • ideas • performance and assistance • providing constructive criticism
Organisation's policy and procedures may vary between sectors and organisations and may include:	• legislation relevant to the operation/incident/response • legislation relevant to the organisation • operational • corporate and strategic plans • operational procedures • operational performance standards • organisation's personnel practices • policy and procedures • organisation's quality standards • organisation's approach to environmental management and sustainability
Communication processes may include:	• established organisation's procedures for recording and reporting • the use of logs • notebooks • pagers • radios and telephones • team members may be geographically dispersed and require communication systems and technology to remain in contact

Unit Sector(s)

Not applicable.

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RIICCM205A Carry out manual excavation

Modification History

Not applicable.

Unit Descriptor

This unit covers the carrying out of manual excavation in the civil construction industry. It includes preparing for work, digging small excavation by hand, completing and isolating the excavation, and cleaning up. Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and industry sectors. Relevant information must be sourced prior to application of the unit.

Application of the Unit

This unit is appropriate for those working in an operational role at worksites within:

- Civil construction

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for work	1.1. Access, interpret and apply ***compliance documentation*** relevant to the work activity 1.2. Obtain and confirm ***safety requirements*** from the ***site*** safety plan and organisational policies and procedures, and apply to the allotted task 1.3. Identify, obtain and implement ***signage*** requirements from the project ***traffic*** management plan 1.4. Select plant, ***tools and equipment*** to carry out tasks consistent with the requirements of the job, check for serviceability and rectify or report any faults 1.5. Identify ***environmental protection requirements*** from the project environmental management plan, and confirm and apply to the allotted task
2. Dig small excavations by hand	2.1. Confirm the location and specifications of the intended excavation on the ground before commencing work 2.2. Identify service markers or taped areas 2.3. Determine or confirm location of ***underground services*** to avoid damage or interference 2.4. Use hand tools correctly to dig post holes, small pits and trenches safely and to the required dimensions 2.5. Undertake trench collapse prevention procedures, where excavation is in unstable ground 2.6. Place barricades around the ***excavation***
3. Complete and isolate the excavation	3.1. Clean loose material out of excavation using hand tools 3.2. Check excavation for confirmation with the specification or work instruction
4. Clean up	4.1. Clear loose material away from the edge of excavation 4.2. Clear work area and dispose of or recycle materials in accordance with project environmental management plan

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	4.3. Clean, check, maintain and store tools and equipment

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Specific skills are required to achieve the Performance Criteria of this unit, particularly for its application in the various circumstances in which this unit may be used. This includes the ability to carry out the following, as required to carry out manual excavation:

- apply legislative, organisation and site requirements and procedures for carrying out manual excavation
- organise work activities
- select and use relevant tools and equipment safely
- identify and report on hazards related to the worksite and work activity
- communicate effectively to receive and clarify work instructions

Required knowledge

Specific knowledge is required to achieve the Performance Criteria of this unit, particularly for its application in the various circumstances in which this unit may be used. This includes knowledge of the following, as required to carry out manual excavation:

- types, uses, limitations and maintenance requirements of manual excavation tools
- basic principles of soil technology for civil works
- basic trench collapse prevention techniques including benching and battering
- site safety requirements
- site isolation and traffic control responsibilities and authorities
- project quality requirements
- civil construction terminology
- concreting tools, plant and equipment
- JSAs/safe work method statement

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following: • knowledge of the requirements, procedures and instructions for carrying out manual excavation • implementation of requirements, procedures and techniques for the safe, effective and efficient completion of manual excavation • working with others to undertake and complete the manual excavation in a way that meets all of the required outcomes • consistent timely completion of manual excavation that safely, effectively and efficiently meets the required outcomes
Context of and specific resources for assessment	• This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills. • Assessment of this competency requires typical resources normally used in a resources and infrastructure sector environment. Selection and use of resources for particular worksites may differ due to the site circumstances. • The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job. • Customisation of assessment and delivery environment to sensitively accommodate cultural diversity. • Aboriginal people and other people from a non English speaking background may have second language issues. • Where applicable, physical resources should

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	include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required.

Method of assessment	This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:
	• written and/or oral assessment of the candidate's required knowledge
	• observed, documented and/or first hand testimonial evidence of the candidate's:
	  • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes
	  • consistent achievement of required outcomes
	• first hand testimonial evidence of the candidate's:
	  • working with others to undertake and complete the manual excavation

Guidance information for assessment	Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant compliance documentation may include:	• legislative, organisational and site requirements and procedures • manufacturer's guidelines and specifications • Australian standards • Employment and workplace relations

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	legislation • Equal Employment Opportunity and Disability Discrimination legislation
Safety requirements may include:	• OHS requirements in accordance with state or territory legislation and regulations, organisational safety policies and procedures, and project safety plan including: protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of First Aid equipment, hazard control and hazardous materials and substances • safe operating procedures including recognising and preventing hazards associated with high voltage power lines, uneven/unstable terrain, trees, overhead service lines, bridges, surrounding buildings, obstructions, structures, facilities, dangerous materials, recently filled trenches, other machines, personnel, traffic control, working at heights, working in proximity to others, worksite visitors and the public • safe parking practices including ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement • recognising hazards and risks including uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials • emergency procedures related to equipment operation including emergency shutdown and stopping, extinguishing equipment fires, organisational First Aid requirements and evacuation
Site conditions may include:	• dry • wet • mud • dust • varying day/night visibility
Signage may include:	• escort vehicle • highway traffic signs • site safety signage

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	• temporary signage for the benefit of motorists and pedestrians • traffic conditions signage
Traffic conditions may include:	• congested urban environments • low traffic rural areas • off-road un-trafficked areas • buildings • parking sites • pedestrian areas
Tools and equipment may include:	• picks • crow-bars • shovels • hand augers • string lines • pegs • levels • tape measures • jack hammers • scabblers
Environmental protection requirements may include:	• organisational/project environmental management plan • waste management • water quality protection • noise • vibration • dust and clean-up management
Underground services may include:	• power • water • gas • telephone • sewerage
Excavations may include:	• trenches • post-holes • pits • levelling of the work area
Materials may include:	• clays • silts • stone • gravel • mu • rock

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	• metamorphic • igneous • sedimentary • sand • topsoil

Unit Sector(s)

Civil Works (Common Units)

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

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RIICCM208A Carry out basic levelling

Modification History

Not applicable.

Unit Descriptor

This unit covers the carrying out of basic levelling in the civil construction industry. It includes planning and preparing, establishing offsets for civil works, setting up and using levelling device, and cleaning up. Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and industry sectors. Relevant information must be sourced prior to application of the unit.

Application of the Unit

This unit is appropriate for those working in an operational role at worksites within:

- Civil construction

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare	1.1. Access, interpret and apply ***compliance documentation*** relevant to the work activity 1.2. Obtain and confirm ***safety requirements*** from the site safety plan and organisational policies and procedures, and apply to the allotted task 1.3. Identify, obtain and implement signage requirements from the project traffic management plan 1.4. Select plant, ***tools and equipment*** to carry out ***levelling tasks*** consistent with the requirements of the job, check for serviceability and rectify or report any faults 1.5. ***Check levelling equipment*** for serviceability within specified tolerances, and report any faults 1.6. Identify ***environmental protection requirements*** from the project environmental management plan, and confirm and apply to the allotted task
2. Establish offsets for civil works	2.1. Establish offset and recovery pegs from survey controls to specified plans and drawings to meet project requirements 2.2. Re-establish earthwork and pavement control lines from offsets and/or recovery pegs in accordance with plans, drawings and specifications 2.3. Establish drainage offsets from survey control
3. Set up and use levelling device	3.1. Identify ***heights*** to be transferred/established from project plans or instructions 3.2. Set up and use levelling instruments correctly in accordance with standard operating procedures and manufacturer's guidelines 3.3. Transfer heights from the known to the required 3.4. Document results of ***levelling procedure*** and close them out to organisational

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	requirements
4. Clean up	4.1. Clear work area and dispose of or recycle materials in accordance with project environmental management plan 4.2. Clean, check, maintain and store tools and equipment t

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Specific skills are required to achieve the Performance Criteria of this unit, particularly for its application in the various circumstances in which this unit may be used. This includes the ability to carry out the following, as required to carry out basic leveling:

- apply legislative, organisation and site requirements and procedures for carrying out basic levelling
- organise work activities
- select and use relevant tools and equipment safely
- identify and report on hazards related to the worksite and work activity
- communicate effectively to receive and clarify work instructions
- apply basic mathematical techniques associated with levelling

Required knowledge

Specific knowledge is required to achieve the Performance Criteria of this unit, particularly for its application in the various circumstances in which this unit may be used. This includes knowledge of the following, as required to carry out basic leveling:

- basic civil construction processes
- civil construction plan, symbols and construction terminology
- levelling device types, characteristics, technical capabilities and limitations
- levelling techniques related to essential tasks
- basic mathematical techniques associated with levelling
- site and equipment safety requirements
- site isolation and traffic control responsibilities and authorities
- project quality requirements
- civil construction terminology
- JSAs/safe work method statement

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following: • knowledge of the requirements, procedures and instructions for carrying out basic levelling • implementation of requirements, procedures and techniques for the safe, effective and efficient completion of basic levelling • working with others to undertake and complete the basic levelling in a way that meets all of the required outcomes • consistent timely completion of basic levelling that safely, effectively and efficiently meets the required outcomes • the conduct of a minimum of three different levelling tasks, at least one utilising an automatic level. One of the tasks must include closed traverse utilising either the height of instrument or rise and fall method of reduction • the conduct of a two peg test with an automatic level, to confirm instrument meets manufacturer's tolerances • the accurate recording of the results of each levelling procedure to organisational requirements
Context of and specific resources for assessment	• This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills.

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	• Assessment of this competency requires typical resources normally used in a resources and infrastructure sector environment. Selection and use of resources for particular worksites may differ due to the site circumstances. • The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job. • Customisation of assessment and delivery environment to sensitively accommodate cultural diversity. • Aboriginal people and other people from a non English speaking background may have second language issues. • Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required

Method of assessment	This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:
	• written and/or oral assessment of the candidate's required knowledge
	• observed, documented and/or first hand testimonial evidence of the candidate's:
	  • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes
	  • consistent achievement of required outcomes
	• first hand testimonial evidence of the candidate's:
	  • working with others to undertake and complete the basic levelling

Guidance information for assessment	Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant compliance documentation may include:	• legislative, organisational and site requirements and procedures • manufacturer's guidelines and specifications • Australian standards • Employment and workplace relations legislation • Equal Employment Opportunity and Disability Discrimination legislation
Safety requirements may include:	• OHS requirements in accordance with state or territory legislation and regulations, organisational safety policies and procedures, and project safety plan including: protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of First Aid equipment, hazard control and hazardous materials and substances • safe operating procedures including recognising and preventing hazards associated with high voltage power lines, uneven/unstable terrain, trees, overhead service lines, bridges, surrounding buildings, obstructions, structures, facilities, dangerous materials, recently filled trenches, other machines, personnel, traffic control, working at heights, working in proximity to others, worksite visitors and the public • safe parking practices including ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement • recognising hazards and risks including uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings,

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	excavations, traffic, embankments, cuttings, structures and hazardous materials • emergency procedures related to equipment operation including emergency shutdown and stopping, extinguishing equipment fires, organisational First Aid requirements and evacuation

Tools and equipment may include:	• levelling devices including:
	• spirit levels
	  • laser levels
	  • string lines
	  • tape measures
	  • automatic levels
	  • survey pegs
	  • levelling staffs
	  • plumb bobs
	  • optical square
	  • inclinometers
	  • batter pegs/boards
	• wooded/steel pegs
	• straight edges
	• hammers
	• chalk line

Levelling tasks may include:	• transferring levels/heights for formwork • earthwork • roadwork • pipework • drainage works • positioning offsets • recovery pegs

Check levelling equipment may include:	• tolerance checks including:
	  • two peg test for automatic level
	  • reverse readings for spirit level

Environmental protection requirements may include:	• organisational/project environmental management plan • waste management • water quality protection • noise • vibration • dust and clean-up management

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Heights may be indicated by:	• drawing/sketch • verbal or written instructions • datum/survey peg • chalk or nail mark • mark on vertical surface
Levelling procedure may include:	• open or closed traverse utilising height of instrument • rise and fall methods of reduction

Unit Sector(s)

Civil Works (Common Units)

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

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RIICCM211A Erect and dismantle temporary fencing and gates

Modification History

Not applicable.

Unit Descriptor

This unit covers the erection and dismantling of temporary fencing and gates in the civil construction industry. It includes planning and preparing, erecting fencing, erecting gates and signage, removing and making good, and cleaning up. Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and industry sectors. Relevant information must be sourced prior to application of the unit.

Application of the Unit

This unit is appropriate for those working in an operational role at worksites within:

- Civil construction

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare	1.1. Access, interpret and apply ***compliance documentation*** relevant to the work activity 1.2. Obtain and confirm ***safety requirements*** from the ***site*** safety plan and organisational policies and procedures, and apply to the allotted task 1.3. Identify, obtain and implement **traffic control signage** requirements from the project ***traffic*** management plan 1.4. Select ***tools and equipment*** to carry out ***fencing*** consistent with the requirements of the job, check for serviceability and rectify or report any faults 1.5. Identify ***environmental protection requirements*** from the project environmental management plan, and confirm and apply to the allotted task
2. Erect fencing	2.1. Set out fence line and ***anchoring*** structure positions to requirements of plans and specifications 2.2. Erect fence posts in place and plumb to alignment 2.3. Fix fence rails and cladding or mesh to posts 2.4. Maintain ***fencing and gates*** to completed construction condition
3. Erect gates and signage	3.1. Fit gates and secure to requirements of site drawings and specifications 3.2. Install ***signage at entry gates*** in accordance with site safety plan and security requirements
4. Remove and make good	4.1. Dismantle gates and fencing and remove from site as required 4.2. Make area good to work specification
5. Clean up	5.1. Clear work area and dispose of or recycle ***materials*** in accordance with project environmental management plan 5.2. Clean, check, maintain and store tools and equipment t

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills
Specific skills are required to achieve the Performance Criteria of this unit, particularly for its application in the various circumstances in which this unit may be used. This includes the ability to carry out the following, as required to erect and dismantle temporary fencing and gates: • apply legislative, organisation and site requirements and procedures for erect and dismantle temporary fencing and gates • organise work activities • select and use relevant tools and equipment safely • identify and report on hazards related to the worksite and work activity • communicate effectively to receive and clarify work instructions
Required knowledge
Specific knowledge is required to achieve the Performance Criteria of this unit, particularly for its application in the various circumstances in which this unit may be used. This includes knowledge of the following, as required to erect and dismantle temporary fencing and gates: • site and equipment safety requirements • fencing systems • anchoring systems • site safety and security isolation • operational, maintenance and basic diagnostic procedures • site isolation and traffic control responsibilities and authorities • materials safety data sheets and materials handling methods • project quality requirements • civil construction terminology • JSAs/safe work method statement

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following: • knowledge of the requirements, procedures and instructions for erecting and dismantling temporary fencing and gates • implementation of requirements, procedures and techniques for the safe, effective and efficient completion of the erection and dismantling of temporary fencing and gates • working with others to undertake and complete the erection and dismantling of temporary fences and gates in a way that meets all of the required outcomes • consistent timely completion of the erection and dismantling of temporary fences and gates that safely, effectively and efficiently meets the required outcomes • completion of the erection and dismantling of fencing to enclose an area of at least 100m² including at least one gate to specifications
Context of and specific resources for assessment	• This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills. • Assessment of this competency requires typical resources normally used in a resources and infrastructure sector environment. Selection and use of resources for particular worksites may differ due to the site circumstances. • The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job. • Customisation of assessment and delivery environment to sensitively accommodate

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	cultural diversity. • Aboriginal people and other people from a non English speaking background may have second language issues. • Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required.

Method of assessment	This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:
	• written and/or oral assessment of the candidate's required knowledge
	• observed, documented and/or first hand testimonial evidence of the candidate's:
	  • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes
	  • consistent achievement of required outcomes
	• first hand testimonial evidence of the candidate's:
	  • working with others to undertake and complete the erection and dismantling of temporary fences and gates

Guidance information for assessment	Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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Relevant compliance documentation may include:	• legislative, organisational and site requirements and procedures • manufacturer's guidelines and specifications • Australian standards • Employment and workplace relations legislation • Equal Employment Opportunity and Disability Discrimination legislation
Safety requirements may include:	• OHS requirements in accordance with state or territory legislation and regulations, organisational safety policies and procedures, and project safety plan including: protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of First Aid equipment, hazard control and hazardous materials and substances • safe operating procedures including recognising and preventing hazards associated with high voltage power lines, uneven/unstable terrain, trees, overhead service lines, bridges, surrounding buildings, obstructions, structures, facilities, dangerous materials, recently filled trenches, other machines, personnel, traffic control, working at heights, working in proximity to others, worksite visitors and the public • safe parking practices including ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement • recognising hazards and risks including uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials • emergency procedures related to equipment operation including emergency shutdown and stopping, extinguishing equipment fires, organisational First Aid requirements and evacuation
Site locations may include:	• new construction sites • on site locations • off site in an external paddock environment

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	• existing fencing situations
Traffic control signage may include:	• on unit signage • escort vehicle • highway traffic signs • site safety signage • temporary signage for the benefit of motorists and pedestrians • traffic conditions signage
Traffic conditions may include:	• congested urban environments • low traffic rural areas • off-road un-trafficked areas • buildings • parking sites • pedestrian areas
Tools and equipment may include:	• measuring tapes • rulers • hammers • socket wrenches • fencing strainers • pliers and wire cutters • pop riveters • levelling equipment • docking saws • drop saws • jigs • stops • power drills • screwdrivers • bits and drills • clamps • squares • nail guns
Fencing is erected to:	• prevent potential accidents which may occur by unauthorised access • protect valuable machinery • prevent materials from being contaminated
Environmental protection requirements may include:	• organisational/project environmental management plan • waste management • water quality protection • noise

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	• vibration • dust • clean-up management
Anchoring of posts may include:	• cement blocks • anchor bolts • sand bags
Fencing and gates may include:	• metal mesh fences and gates • timber cladding fences and gates
Signage at entry gates may include:	• site safety information • security access information
Materials may include:	• fencing mesh • fencing wire • metal posts • metal rails • concrete fencing materials • anchor bolts • timber posts • rails • pickets • palings • cladding • sand bags

Unit Sector(s)

Civil Works (Common Units)

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

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RIICRC208A Lay pipes

Modification History

Not applicable.

Unit Descriptor

This unit covers the laying of pipes in the civil construction industry. It includes planning and preparing, setting out excavations, installing bedding materials, laying pipes, and cleaning up. Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and industry sectors. Relevant information must be sourced prior to application of the unit.

Application of the Unit

This unit is appropriate for those working in an operational role at worksites within:

- Civil construction

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare	1.1. Access, interpret and apply ***compliance documentation*** relevant to the work activity 1.2. Obtain and confirm ***safety requirements*** from the ***site*** safety plan and organisational policies and procedures, and apply to the allotted task 1.3. Identify, obtain and implement ***signage*** requirements from the project ***traffic*** management plan 1.4. Select ***tools and equipment*** to carry out tasks consistent with the requirements of the job, check for serviceability and rectify or report any faults 1.5. Identify, confirm and apply ***environmental protection requirements*** from the project environmental management plan
2. Set out excavation	2.1. Determine location and depths of excavation from job drawings 2.2. Set out and clearly mark excavation location 2.3. Advise plant operator of excavation requirements 2.4. Check excavation depths and grades for conformity to job requirements 2.5. Compact and prepare foundation base for testing
3. Install bedding materials	3.1. Determine ***bedding material*** type and specification from plans and drawings 3.2. Lay and compact bedding materials to specified depths and grades
4. Lay pipe	4.1. Select, check and attach lifting apparatus to the ***pipe*** in preparation for lifting and ***installation*** for ***pipe joining*** 4.2. Prepare and specify pipe ends 4.3. Align pipe ends and push home 4.4. Check pipe for line and level 4.5. Advise plant operator of backfilling requirements and backfill and compact pipe to required finish level 4.6. Finish inlets and outlets in accordance with

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	pipe/culvert design specifications
5. Clean up	5.1. Clear work area and dispose of or recycle ***materials*** in accordance with project environmental management plan 5.2. Clean, check, maintain and store tools and equipment

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Specific skills are required to achieve the Performance Criteria of this unit, particularly for its application in the various circumstances in which this unit may be used. This includes the ability to carry out the following, as required to lay pipes:

- apply legislative, organisation and site requirements and procedures for laying pipes
- organise work activities
- select and use relevant tools and equipment safely
- identify and report on hazards related to the worksite and work activity
- communicate effectively to receive and clarify work instructions

Required knowledge

Specific knowledge is required to achieve the Performance Criteria of this unit, particularly for its application in the various circumstances in which this unit may be used. This includes knowledge of the following, as required to lay pipes:

- site and equipment safety requirements
- pipes and installation procedures
- confined space entry requirements
- dewatering
- concrete and concrete fabrication
- steel and PVC pipes
- processes for interpreting engineering drawings
- equipment types, characteristics, technical capabilities and limitations
- operational, maintenance and basic diagnostic procedures
- site isolation and traffic control responsibilities and authorities
- materials safety data sheets and materials handling methods
- project quality requirements
- civil construction terminology
- pipe types and characteristics

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• basic soil types and characteristics • excavation/trench backfilling techniques • processes for calculation of pipe grades and percentages • sedimentation and erosion control • excavation/trench safety • JSAs/safe work method statement

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following: • knowledge of the requirements, procedures and instructions for laying pipes • implementation of requirements, procedures and techniques for the safe, effective and efficient completion of pipe laying • working with others to undertake and complete the laying of pipes that meets all of the required outcomes • consistent timely completion of pipe laying that safely, effectively and efficiently meets the required outcomes • installation of pipe on two different projects to a minimum of ten pipe joints listed in the Unit Scope: the pipes are to have a minimum diameter of DN225 mm
Context of and specific resources for assessment	• This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency

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	management skills and job role environment skills. • Assessment of this competency requires typical resources normally used in a resources and infrastructure sector environment. Selection and use of resources for particular worksites may differ due to the site circumstances. • The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job. • Customisation of assessment and delivery environment to sensitively accommodate cultural diversity. • Aboriginal people and other people from a non English speaking background may have second language issues. • Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required.

Method of assessment	This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:
	• written and/or oral assessment of the candidate's required knowledge
	• observed, documented and/or first hand testimonial evidence of the candidate's:
	  • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes
	  • consistent achievement of required outcomes
	• first hand testimonial evidence of the candidate's:
	  • working with others to undertake and complete the laying of pipes

Guidance information for	Consult the SkillsDMC User Guide for further information on assessment including access and

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assessment	equity issues.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Relevant compliance documentation may include:	• legislative, organisational and site requirements and procedures • plans, specifications and drawings • manufacturer's guidelines and specifications • Australian Standards • Employment and workplace relations legislation • Equal Employment Opportunity and Disability Discrimination legislation
Safety requirements may include:	• OHS requirements in accordance with state or territory legislation and regulations, organisational safety policies and procedures, and project safety plan, including protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of First Aid equipment, hazard control and hazardous materials and substances • safe operating procedures including recognising and preventing hazards associated with underground and overhead services, other machines, personnel, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public • recognising hazards and risks including uneven/unstable terrain, trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials • emergency procedures including emergency

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	shutdown and stopping, organisational First Aid requirements and evacuation • safe parking practices including ensuring access ways are clear, equipment/machinery is away from overhangs and refuelling sites, safe distances from excavations are kept, and areas secured from unauthorised access or movement
Site may include:	• any ground conditions in urban and rural areas
Signage may include:	• escort vehicle • highway traffic signs • site safety signage • temporary signage for the benefit of motorists and pedestrians • barricades • traffic conditions signage
Traffic conditions may include:	• congested urban environments • low traffic rural areas • off-road un-trafficked areas • buildings • parking sites • pedestrian areas
Tools and equipment may include:	• levelling equipment • shovels • lifting equipment • crow bars • hammers • grinders • jointing equipment • oxy-acetylene equipment • scaffolding • saws
Environmental protection requirements may include:	• organisational/project environmental management plan • waste management • water quality protection • noise • vibration • dust and clean-up management
Bedding materials may include:	• aggregate and sand
Pipe may include:	• pipes used in the construction of road stormwater systems

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	• pipes used in the construction of road culverts • concrete (RCP) • steel • fibre reinforced concrete (FRC) • ribbed PVC
Installation procedures may include:	• selecting size, type and material of pipes • bedding down pipes • positioning pipes • checking alignment, level and grade • fitting inlets and outlets • repair work where required
Pipe joining may include:	• sand band • rubber ring • mechanical jointed
Materials may include:	• marking materials • pipes • concrete • backfill materials • bedding materials

Unit Sector(s)

Road and Pavements Construction and Maintenance (General)

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

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RIISAM201A Handle resources and infrastructure materials and safely dispose of non toxic materials

Modification History

Not applicable.

Unit Descriptor

This unit covers the handling of materials and safely dispose of non toxic materials in resources and infrastructure industries. It includes planning and preparing for work; handling and removing waste; and cleaning up.

Application of the Unit

This unit is appropriate for those working in operational support roles, at worksites within:

- Civil construction
- Coal mining
- Drilling
- Extractive industries
- Metalliferous mining

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare	1.1. Access, interpret and apply ***compliance documentation*** relevant to the work activity 1.2. Obtain, confirm and apply ***work instructions***, ***quality requirements*** and operational details relevant to the allotted task 1.3. Obtain, confirm and apply ***safety requirements*** from the site safety plan and organisational policies and procedures, relevant to the allotted task 1.4. Identify and obtain and implement the signage requirements from the project traffic management plan 1.5. Select ***tools and equipment*** to carry out tasks that are consistent with the requirements of the job, and check them for serviceability and rectify or report any faults 1.6. Identify, confirm and apply ***environmental protection requirements*** from the project environmental management plan to the allotted task
2. Handle and remove waste	2.1. Comply with materials safety data sheets and requirements of regulatory authorities 2.2. Identify ***hazardous materials*** for separate handling 2.3. Use correct procedures to remove ***non-toxic materials*** 2.4. Use ***dust suppression procedures*** to minimise health risks to work personnel and others materials from workplace traffic or access
3. Clean Up	3.1. Clean, check, maintain and store tools and equipment in accordance with manufacturers' recommendations and standard work practices 3.2. Safely store/stack unused materials for future use

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	3.3. Clear work area and dispose of or recycle materials in accordance with project environmental management plan

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required to handle resources and infrastructure materials and safely dispose of non toxic materials:

- apply legislative, organisation and site requirements and procedures
- apply teamwork to a range of situations, particularly in a safety context
- solve problems particularly in teams and in dealing practically with safety issues
- show initiative in adapting to changing work conditions or contexts particularly when working across a variety of work placements
- manage time, particularly in organising priorities and planning work
- take responsibility for self organisation of work priorities
- show a willingness to learn and to use a range of mediums to learn

Required knowledge

Specific knowledge is required to achieve the Performance Criteria of this unit, particularly its application in a variety of circumstances in which the unit may be used. This includes knowledge of the following, as required to handle resources and infrastructure materials and safely dispose of non toxic materials:

- the most commonly encountered waste materials on worksites
- environmental management requirements
- hazardous goods handling in accordance with company procedures
- systems for packing and securing materials for movement
- systems and equipments or materials for the short term protection of stacked/stored materials
- methods of dust suppression
- site and equipment safety requirements
- site isolation and traffic control responsibilities and authorities
- project quality requirements
- industry and worksite terminology
- JSA's/Safe work method statement

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following: • knowledge of the requirements, procedures and instructions to handle resources and infrastructure materials and safely dispose of non toxic materials • implementation of requirements, procedures and techniques for the safe, effective and efficient completion of handling of resources and infrastructure materials and safe disposal of non toxic materials • working with others to undertake and complete the handling of resources and infrastructure materials and safe disposal of non toxic materials that meets all of the required outcomes • consistent timely completion of handling of resources and infrastructure materials and disposal of non toxic materials that safely, effectively and efficiently meets the required outcomes
Context of and specific resources for assessment	• This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills • The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those

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	required on the job • Customisation of assessment and delivery environment to sensitively accommodate cultural diversity • Aboriginal people and other people from a non English speaking background may have second language issues • Assessment of this competency requires typical resources normally used in the work environment. Selection and use of resources for particular worksites may differ due to site circumstances • Where applicable, physical resources should include equipment modified for people with disabilities. • Access must be provided to appropriate learning and/or assessment support when required

Method of assessment	This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:
	• written and/or oral assessment of the candidate's required knowledge
	• observed, documented and/or first hand testimonial evidence of the candidate's:
	  • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes
	  • consistently achieving the required outcomes
	• first hand testimonial evidence of the candidate's:
	  • working with others to undertake and complete the handling of resources and infrastructure materials and safe disposal of non toxic materials

Guidance information for assessment	Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Relevant compliance documentation may include:	• legislative, organisation and site requirements and procedures • manufacturer's guidelines and specifications • Australian standards • code of practice • Employment and workplace relations • Equal Employment Opportunity, Disability Discrimination
Work instructions may include:	• verbal or written and graphical instructions • plans and specifications • work bulletins • charts and hand drawings • memos • materials safety data sheets (MSDS) and • diagrams or sketches • organisation's work specifications and requirements • instructions issued by authorised organisational or external personnel

Quality Requirements may include:	• dimensions
	• tolerances
	• standards of work
	• material standards as detailed in:
	  • the project drawings,
	  • specifications and
	  • project documentation to meet client satisfaction

Safety requirements may include:	• protective clothing and equipment and is include that prescribed under:
	  • legislation
	  • regulation and
	  • workplace policies and practices
	• use of tools and equipment

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	• workplace environment and safety
	• handling of materials
	• use of fire fighting equipment
	• use of First Aid equipment
	• hazard control and
	• hazardous materials and substances
	• emergency procedures related to equipment operation which are to include but may not be limited to:
	  • emergency shutdown and stopping
	  • extinguishing equipment fires
	  • organisational First Aid requirements
	  • evacuation

Tools and equipment may include:	• brooms • hoses • shovels • rakes • wet and dry industrial vacuum cleaners • wheelbarrows • pallet trolley • materials hoists • forklifts
Environmental protection requirements may include:	• organisational/project environmental management plan • waste management • water quality protection • noise • vibration • dust • clean-up management
Hazardous materials are	• those materials that pose a health risk to humans and animals or cause irreversible damage to the environment and may include toxic chemicals, asbestos and radioactive materials
Non toxic materials are	• those materials that do not pose a health risk through poisoning to humans and animals and may include excavated material that exceeds requirements and off cuts of construction materials such as timber
Dust suppression procedures may include but not be limited to:	• spraying with water • covering and

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	• use of vacuum cleaners

Unit Sector(s)

Service and Maintenance

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

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RIISAM203B Use hand and power tools

Modification History

Not applicable.

Unit Descriptor

This unit covers the use of hand and power tools in resources and infrastructure industries. It includes planning and preparing for work, selecting and using hand tools and power tools, and cleaning up.

Application of the Unit

This unit is appropriate for those working in operational, service or maintenance roles, at worksites within:

- Civil construction
- Coal mining
- Drilling
- Extractive industries
- Metalliferous mining

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare	1.1 Access, interpret and apply ***compliance documentation*** relevant to the use of hand and power tools 1.2 Obtain, confirm and apply ***work instructions*** for the allotted task 1.3 Obtain, confirm and apply ***safety requirements*** from the site safety plan and organisational policies and procedures relevant to the allotted task 1.4 Identify, confirm and apply ***environmental protection requirements*** for the allotted task from the project environmental management plan
2. Select and use hand tools	2.1 Select ***hand tools*** consistent with needs of the job 2.2 ***Check tools*** for serviceability and safety, and report faults 2.3 Clamp or fix ***materials*** in position 2.4 Use ***hand tools*** safely and effectively according to their intended use 2.5 Safely locate ***hand tools*** when not in immediate use
3. Select and use power tools	3.1 Select ***power tools and equipment*** consistent with needs of job and in accordance with standard work practice, and report any faults 3.2 Check tools for serviceability and safety, and report faults 3.3 Visually check power leads/hoses for serviceability/safety in accordance with the site safety plan 3.4 Clear route for safe placement and connection of leads/hoses 3.5 Clamp or fix material in position for power tool application where applicable 3.6 Use power tools safely and effectively in application processes 3.7 Locate power tools safely when not in use
4. Clean up	4.1 Clear work area and dispose of or recycle materials in accordance with project environmental management plan 4.2 Clean, check, maintain and store machinery, tools and equipment in accordance with manufacturer’s recommendations and standard work practices

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Required Skills and Knowledge

Required skills
Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required to use hand and power tools: • apply legislative, organisation and site requirements and procedures • speak clearly and directly, listening carefully to instructions and information • interpret and understand the information required for the preparation and application of hand and power tools, including work instructions, quality assurance procedures, manufacturer's instructions, materials safety data sheets and equipment • apply teamwork to a range of situations, particularly in a safety context • solve problems particularly in teams and in dealing practically with safety issues • show initiative in adapting to changing work conditions or contexts particularly when working across a variety of work placements • manage time, particularly in organising priorities and planning work including the scheduling and use of equipment, materials and tools to avoid back tracking and re work • take responsibility for self organisation of work priorities • show a willingness to learn and to use a range of mediums to learn • use technology related to determining requirements, the planning and application of hand and power tools, including the use of calculations, mechanical equipment and the reporting/recording of results
Required knowledge
Specific knowledge is required to achieve the Performance Criteria of this unit, particularly its application in a variety of circumstances in which the unit may be used. This includes knowledge of the following, as required to use hand and power tools: • site and equipment safety requirements • hand tools and their application • portable power tools and their application • energy/power sources • materials associated with use in the industry • equipment types, characteristics, technical capabilities and limitations • operational, maintenance and basic diagnostic procedures • materials safety data sheets (MSDS) and materials handling methods • project quality requirements • industry and worksite terminology • electrical, hydraulic and compressed air safety • JSA's/safe work method statement

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following: • knowledge of the requirements, procedures and instructions for the use of hand and power tools • implementation of requirements, procedures and techniques for the safe, effective and efficient use of hand and power tools • working with others to undertake the use of hand and power tools that meets all of the required outcomes • consistent timely use of hand and power tools that safely, effectively and efficiently meets the required outcomes
Context of and specific resources for assessment	• This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills. • The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job. • Customisation of assessment and delivery environment to sensitively accommodate cultural diversity. • Aboriginal people and other people from a non English speaking background may have second language issues.

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	• Assessment of this competency requires typical resources normally used in the work environment. Selection and use of resources for particular worksites may differ due to site circumstances. • Where applicable, physical resources should include equipment modified for people with disabilities. • Access must be provided to appropriate learning and/or assessment support when required.

Method of assessment	This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required knowledge and skill and practical application using more than one of the following assessment methods:
	• written and/or oral assessment of the candidate's required knowledge
	• observed, documented and/or first hand testimonial evidence of the candidate's:
	  • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes
	  • consistently achieving the required outcomes
	• first hand testimonial evidence of the candidate's:
	  • working with others to undertake the use of hand and power tools

Guidance information for assessment	Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.

Range Statement

Relevant compliance documentation may include:	• legislative, organisation and site requirements and procedures • manufacturer’s guidelines and specifications • Australian standards • code of practice

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	• Employment and workplace relations legislation • Equal Employment Opportunity and Disability Discrimination legislation
Work instructions may include:	• verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, materials safety data sheets (MSDS) and diagrams or sketches • plans and specifications • quality requirements, including: dimensions and tolerances, standards of work and material standards • safe work procedures or equivalent related to using hand and power tools
Safety requirements may include:	• protective clothing and equipment • use of tools and equipment • workplace environment and safety • handling of materials • use of fire fighting equipment • use of First Aid equipment • hazard control • hazardous materials and substances • personal protective equipment • emergency procedures related to equipment operation which may include • emergency shutdown and stopping • extinguishing equipment fires • organisational First Aid requirements and • evacuation
Environmental protection requirements may include:	• organisational/project environmental management plan • waste management • water quality protection • noise • vibration • dust and • clean-up management
Hand tools will include but not be limited to at least one: • cutting tool • tightening tool • impact tool • digging/leverage tool • measuring tool	• clamps • vices • adjustable spanners • crow bars • pinch bars • bolt cutters • chisels

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• securing/clamping tool	• hacksaws • handsaws • hammers • measuring tapes • axes • rakes • hand augers • picks • mattocks • pliers • shovels • spades • sledge hammers • spanners • wrenches • spirit levels and • wire cutters • file • screwdriver retractable cutters
Checking tools is to include:	• checking of electrical safety/inspection tag for currency • equipment defect identification • assessment of conditions and hazards and determination of work requirements
Materials are:	• to include those associated with the use of hand and power tools such as: timber, rock, concrete, metals, plastics
Power tools will include at least two of those powered by but not limited to:	• 240 volt electricity • compressed air • battery driven and • hydraulics
Power tools may include:	• kanga hammers • cut off saws • drills • screwdrivers • angle grinders • pneumatic wrenches • impact hammers • tampers • rotary hammers/drills

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	• circular saws • planers • sanders and • scalers
Equipment is to include:	• power leads and • safety switches and • may include air hoses

Unit Sector(s)

Service and Maintenance

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

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RIISAM204B Operate small plant and equipment

Modification History

Not applicable.

Unit Descriptor

This unit covers the operating of a range of small plant and equipment in resources and infrastructure industries. It includes the planning and preparation for work, the conducting of pre-operational checks, the use of the plant and/or equipment, and carrying out operator maintenance and cleaning up.

Application of the Unit

This unit is appropriate for those working in operational, service and maintenance roles, at worksites within:

- Civil construction
- Coal mining
- Drilling
- Extractive industries
- Metalliferous mining

Licensing/Regulatory Information

Refer to Unit Descriptor.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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	with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare	1.1. Access, interpret and apply ***compliance documentation*** relevant to operate small plant and equipment 1.2. Obtain, confirm and apply ***work instructions*** for the allotted task 1.3. Obtain, confirm and apply to the allotted task ***safety requirements*** from the site safety plan and organisational policies and procedures 1.4. Select plant, tools and equipment to carry out tasks are consistent with the requirements of the job 1.5. Identify, confirm and apply to the allotted task ***environmental protection requirements*** from the project environmental management plan
2. Conduct pre-operational checks	2.1. Select fuel and lubricants according to manufacturer's specifications 2.2. Check and adjust fuel, oil, hydraulic fluid and water levels according to manufacturer's manual 2.3. Secure/tighten and maintain bolts, nuts, guards and attachment couplings in accordance with manufacturer's instructions 2.4. Check and adjust function of controls and gauges where necessary to comply with manufacturer's manual 2.5. Conduct standard start-up and shutdown procedures according to requirements of operator's manual
3. Use small plant and equipment	3.1. Identify site hazards associated with ***small plant and equipment*** operations and establish appropriate controls in accordance with the requirements of the site safety plan 3.2. Identify and apply operating techniques for small plant and equipment to achieve optimum output in accordance with

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	manufacture's design specifications while maintaining specified tolerances 3.3. Operate machine to produce results within design specifications to meet specified tolerances 3.4. Safely locate plant and equipment when not in immediate use
4. Carry out operator maintenance	4.1. Shutdown plant/equipment and prepare it for ***maintenance*** as per manufacturer's manual and organisational requirements 4.2. Conduct inspection and fault finding in accordance with the manufacture's specifications and/or organisational requirements 4.3. Remove and replace defective parts safely and effectively according to manufacturer's manual and organisational requirements 4.4. Carry out regular programmed maintenance tasks in accordance with the manufacturer's and/or organisational requirements
5. Clean up	5.1. Clear work area and dispose of or recycle ***materials*** in accordance with project environmental management plan 5.2. Clean, check, maintain and store plant, equipment and tools in accordance with manufacturer's recommendations and standard work practices

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills
Specific skills are required to achieve the performance criteria in this unit, particularly for the application in the various circumstances in which this unit may be applied. This includes the ability to carry out the following as required to operate small plant and equipment: • apply legislative, organisation and site requirements and procedures • apply clear and direct speaking and active listening skills • apply teamwork to a range of situations, particularly in a safety context

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• apply problem solving techniques, particularly in teams and in dealing with safety issues • interpret and apply information • show initiative in adapting to changing work conditions or contexts particularly when working across a variety of work placements • manage time, particularly in organising priorities and planning work • take responsibility for self organisation of work priorities • use a range of mediums to learn
Required knowledge
Specific knowledge is required to achieve the Performance Criteria of this unit, particularly its application in a variety of circumstances in which the unit may be used. This includes knowledge of the following, as required to operate small plant and equipment : • small plant and equipment types, characteristics, technical capabilities and limitations • basic soil types and characteristics • site and equipment safety requirements • small plant and equipment operating techniques related to essential tasks • operational, maintenance and basic diagnostic procedures • site isolation and traffic control responsibilities and authorities • materials safety data sheets (MSDS)and materials handling methods • project quality requirements • industry and site specific terminology • JSA's/Safe work method statement

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to worksite operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit and include evidence of the following: • knowledge of the requirements, procedures and instructions to operate small plant and

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	equipment • implementation of requirements, procedures and techniques for the safe, effective and efficient operating of small plants and equipment • working with others to operate small plants and equipment that meets all of the required outcomes • consistent timely operating of small plants and equipment that safely, effectively and efficiently meets the required outcomes
Context of and specific resources for assessment	• This unit must be assessed in the context of the work environment. Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills. • The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job. • Customisation of assessment and delivery environment to sensitively accommodate cultural diversity. • Aboriginal people and other people from a non English speaking background may have second language issues. • Assessment of this competency requires typical resources normally used in the work environment. Selection and use of resources for particular worksites may differ due to site circumstances. • Where applicable, physical resources should include equipment modified for people with disabilities. • Access must be provided to appropriate learning and/or assessment support when required.
Method of assessment	This unit may be assessed in a holistic way with other units of competency. The assessment strategy for this unit must verify required

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	knowledge and skill and practical application using more than one of the following assessment methods:
	• written and/or oral assessment of the candidate's required knowledge
	• observed, documented and/or first hand testimonial evidence of the candidate's:
	  • implementation of appropriate requirement, procedures and techniques for the safe, effective and efficient achievement of required outcomes
	  • consistently achieving the required outcomes
	• first hand testimonial evidence of the candidate's:
	  • working with others to operate small plants and equipment

Guidance information for assessment	Consult the SkillsDMC User Guide for further information on assessment including access and equity issues.

Range Statement

Relevant compliance documentation may include:	• legislative, organisation and site requirements and procedures • manufacturer’s guidelines and specifications • Australian standards • code of practice • Employment and workplace relations legislation • Equal Employment Opportunity and Disability Discrimination legislation
Work instructions may include:	• verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, materials safety data sheets (MSDS) and diagrams or sketches • plans and specifications • quality requirements, including dimensions, tolerances, standards of work and material standards • safe work procedures related to the operation of small plant and equipment on construction sites
Safety requirements may	• protective clothing and equipment

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include:	• use of tools and equipment • workplace environment and safety • handling of materials • use of fire fighting equipment • use of First Aid equipment • hazards and risks control, including: • uneven/unstable terrain • trees • fires • overhead and underground services • bridges • buildings • traffic • embankments • excavations and cuttings • structures and • hazardous materials and substances • safe operating procedures • underground and overhead services • other machines • personnel restricted access barriers • traffic control • working at heights • working in proximity to others • worksite visitors and • the public • emergency procedures, including: • emergency shutdown and stopping • extinguishing equipment fires • organisational First Aid requirements and • evacuation
Environmental protection requirements may include:	• organisational/project environmental management plan • waste management • water quality protection • noise, vibration and dust management and • clean-up management
Small plant and equipment must include Power Sources and at least three other categories. These may include but are not limited to:	Power Sources include: • generator • compressor • inverter

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	• solar Compaction equipment may include: • plate compactor • pedestrian roller • wacker • packer • tamper) Concrete equipment may include: • concrete mixer • batcher • vibration • trowelling machine (helicopter) Excavation equipment may include: • mini loader (dingo) • jackhammer • posthole borer • pedestrian trencher • Cutting equipment may include: • masonry saw • construction saw • band saw Maintenance equipment may include: • mower • brushcutter • mulcher Water equipment may include: • pump • spear • pressure cleaner Lighting equipment may include: • mobile lighting plant Lifting and materials handling • pedestrian forklift • pallet trolleys • hoist Traffic Management may include: • mobile variable message sign

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Operator maintenance is to include:	• cleaning • authorised servicing • the monitoring, recording and reporting of faults
Operator maintenance may also include:	• the conduct of authorised minor replacements
Materials may include:	• water • clays, silts, stone, gravel, mud, rock sand, topsoil • bituminous mixes • timber • fuels and oils • power leads • replacement parts and consumables

Unit Sector(s)

Service and Maintenance

Competency field

Refer to Unit Sector(s).

Co-requisite units

Not applicable.

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SIRRFSA001A Apply retail food safety practices

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement safe food storage handling processes in a retail food environment according to a food safety program.

Application of the Unit

This unit applies to frontline service personnel involved in preparing, displaying and selling retail food. It requires the frontline service personnel to have knowledge and application of a store food safety program that complies with food safety regulations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply personal hygiene and sanitation.	1.1. Identify and demonstrate good ***personal hygiene practices***. 1.2. Identify, maintain and use ***protective clothing and equipment***. 1.3. Ensure ***personal movement*** within and outside workplace complies with work area requirements. 1.4. Maintain personal presentation, according to store procedures and ***legislative requirements***.
2. Identify food safety program.	2.1. Identify and interpret store food safety program. 2.2. Implement food safety program.
3. Store and handle food products hygienically.	3.1. Transport packaged ***food supplies*** to the appropriate storage area promptly, safely and without damage. 3.2. Identify and practise ***food storage requirements***, according to ***store procedures*** and legislative requirements. 3.3. Identify and use ***food handling implements*** for handling products according to legislative requirements. 3.4. Avoid cross contamination by changing food handling implements between handling different products and appropriate hand washing.
4. Clean work area and equipment.	4.1. Identify and practise cleaning requirements for ***work areas***, according to store procedure, the food safety program and legislative requirements. 4.2. Identify and practise external and internal cleaning requirements for ***equipment***, according store procedures and the food safety program legislative requirements. 4.3. Identify and use appropriate and safe cleaning tools, consumables and equipment for a variety of applications. 4.4. Identify and practise appropriate and safe ***routine maintenance*** requirements for food storage and work areas and equipment, according to store procedures and the food safety program. 4.5. Report maintenance requirements and problems to relevant personnel without delay. 4.6. Identify and observe handling and storage requirements for cleaning chemicals, according to manufacturer safety data sheets

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	and store procedures and the food safety program. 4.7. Identify and perform waste disposal and pest control procedures, according to store procedures, food safety program and legislative requirements.
5. Monitor food safety.	5.1. Monitor food safety hazards to control food safety risk. 5.2. Identify ***potentially unsafe food safety processes or situations*** and take ***corrective action***. 5.3. Record food safety information, including equipment breakdowns, according to the food safety program.
6. Contribute to continuous improvement.	6.1. Promptly identify hygiene and sanitation problems or situations, including potential sources of food-contamination, and rectify or report to relevant personnel. 6.2. Promptly identify conditions that promote microbial growth and rectify or report to relevant personnel.

Required Skills and Knowledge

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

Required skills

- interpersonal skills to:
  - report maintenance requirements
  - take corrective action in relation to food safety and contribute to continuous improvement through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- technical skills to:
  - handle chemicals
  - maintain work area
  - handle product
  - use personal protective equipment
  - avoid of cross-contamination
- self management skills to:
  - ensure personal hygiene
  - conduct cleaning requirements
- literacy and numeracy skills to:
  - interpret store procedures
  - record food safety information

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Required knowledge

- store policy and procedures and legislative requirements, in regard to:
  - personal hygiene practices
  - correct protective clothing
  - safety requirements to protect self and others
- food handling and hygiene principles, including:
  - awareness of the store food safety program, its purpose and implications for own work
  - own roles and responsibilities and those of food safety personnel for food handling requirements from raw material to finished product
  - techniques for minimising contamination and spoilage
  - common sources and types of contamination and food safety hazards, including conditions conducive to microbial growth and known allergens associated with food handling and processing
  - common types of physical, chemical and microbiological agents that can contaminate food
  - conditions that can cause physical, chemical and microbiological contamination
  - correct storage of food, including hot, cold, raw and cooked, and relevant critical control points
  - causes of deterioration of food, contamination, cross-contamination
  - store procedures for identifying and reporting potential or actual sources of contamination
  - food handling implements, e.g. gloves and tongs
  - need for change of implements between products
  - need for frequent change of storage medium for serving implements
  - shelf life of products
  - Hazard Analysis and Critical Control Point (HACCP)
- load limits of storage, display units to maintain correct temperatures, including:
  - effects of breaking temperature curtain, effects of blocking coils and air vents
  - overloading
- procedures for recording failures in the food safety program, including equipment breakdowns, and immediate action to be taken
- principles of temperature control and the temperature danger zone
- hazardous foods
- cleaning of work area:
  - store cleaning procedures and schedules for work areas and equipment (internal and external)
  - purpose and importance of cleaning and sanitation procedures
  - safe use and storage of cleaning tools, equipment and chemicals, and insecticides and pesticides
  - routine maintenance for work areas and equipment
  - waste collection and disposal, recycling and handling procedures

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  - pest control procedures used in the workplace
- relevant legislation and statutory requirements
- relevant Work Health and Safety (WHS) requirements
- food safety policy, plans and responsibilities, including an understanding of the relationship between the quality system, the food safety program and audit requirements
- characteristics of materials, products and processes used to carry out work responsibilities
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures, which comply with food safety regulations and relevant legislation
- consistently identifies, interprets, applies and implements the store food safety program according to health and hygiene requirements and store procedures
- consistently follows and applies store policy and procedures with regard to cleaning and maintaining equipment and safe handling and disposal of waste
- consistently follows store policy and procedures with regard to personal hygiene practices, including:
  - personal cleanliness, reporting of personal illness and infections
  - store personal presentation requirements for hair, clothes, footwear and jewellery
  - hand washing procedures
  - use and maintenance of clothing, footwear and related apparatus to meet hygiene requirements
- inspects own work area and identifies common food safety hazards and possible hazards
- consistently seeks instruction and applies store policy and procedures with regard to removal and isolation of suspect product or taking other corrective action
- consistently maintains personal conduct to minimise risk to food safety
- consistently monitors critical control points to identify food safety risks in own work area according to store procedures; this may include carrying out checks,

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	inspections and tests • investigates contamination and cross-contamination events and takes action to prevent contamination from occurring or recurring • consistently records food safety information according to store policy and procedures • consistently contributes to continuous improvement in own work area.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated work environment • a food safety program • protective clothing • cleaning materials and chemicals • pest control equipment and chemicals • suitable food products • relevant documentation, such as store policy and procedures on hygiene and sanitation practices • food handling implements • food storage and display equipment.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • a role play • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Personal hygiene practices as	• hand washing procedures • personal presentation and cleanliness

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may include:	• hair tied back, under net or under cap • not touching hair or sneezing near food • removal of jewellery as required by legislation • reporting of personal illnesses and infections • wounds, cuts and wearing of bandages or dressings • changing gloves when handling different products.
Protective clothing and equipment may include:	• wearing of gloves, hairnets, hats, shoes, uniforms, outer garments and aprons when handling food as required • clothing maintenance, laundering and storage requirements • wearing gloves to protect hands from cleaning chemicals, heat or cold (insulation) • wearing mesh gloves when using or cleaning sharp equipment • wearing protective clothing and footwear.
Personal movement may include:	• removing protective clothing prior to moving outside or from one area to another • not moving into defined areas.
Legislative requirements may include:	• food safety regulations • WHS • environmental protection legislation • awards or agreements • waste disposal • hazardous substances and dangerous goods • manual handling.

Food supplies may include:	• supplies received from both internal and external suppliers and maintained within a stock control system, including:
	  • dry goods
	  • hazardous foods
	  • dairy goods
	  • meat and seafood
	  • poultry
	  • fruit and vegetables
	  • frozen goods.

Food storage requirements may include:	• storage in:
	  • refrigeration
	  • freezers
	  • coolrooms
	  • dry stores

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- refrigerated display cabinets
- food segregation
- food packaging for storage
- labelling of food
- stock rotation
- optimum maintenance of storage areas, including:
  - cleanliness
  - lighting
  - at required temperature
  - free from vermin or infestation
  - free from defects
- optimum temperature management
- ventilation of storage area
- sanitation of storage area
- disposal of damaged or spoiled supplies.

Store procedures may include:

- compliance with food safety standards and the store food safety program
- procedures such as:
  - personal hygiene
  - safe storage of food
  - safe storage and use of cleaning chemicals
  - cleaning regimes and timetables
  - protective clothing and equipment
  - safe handling and use of food preparation equipment
  - food handling procedures
  - control points
  - hazard analysis and critical control point (HACCP).

Food handling implements may include:

- gloves
- tongs
- spoons
- scoops.

Work areas may include:

- floors
- walls to required levels
- benches and working surfaces
- shelves
- store rooms and cupboards
- food service areas
- kitchen areas.

Equipment may include:

- crockery and glassware
- utensils

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	• pots, pans and dishes • containers • chopping boards • garbage bins • storage and display units • coolrooms, refrigerators and freezers • extraction fans • thermometers, including infra red (for checking surface and air temperature) • probe (for checking core temperature) • ovens, bain-maries, rotisseries, grills, deep fryers and hotplates • knives, slicers, drink machines, milkshake makers and coffee makers • dishwashers.

Routine maintenance may include:	• calibration checks on relevant equipment
	• detailed cleaning to ensure the elimination of crumbs food scraps or dirt build-up
	• blade sharpening
	• checking and reporting equipment faults
	• checking pest control equipment and products, including:
	  • fly screens
	  • automatic doors
	  • ultraviolet insect lights
	  • vermin traps
	• cleaning and sanitising waste bins and areas.

Potentially unsafe food safety processes or situations may include:	• spoiled or contaminated food • out-of-date food • customer complaints regarding food contamination • situations that may indicate a need for food recall.
Corrective action must include:	• promptly report potentially unsafe food safety processes or situations to a supervisor • acting on the advice of the supervisor.

Unit Sector(s)

Retail

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Competency field

Food Safety

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SIRRMER001A Merchandise food products

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare, arrange and present food products, including convenience foods within the store. It includes the setting up and maintenance of displays and labelling or pricing of stock. It also includes the handling, protection and storage of food products for display or sale.

Application of the Unit

This unit applies to frontline staff and supervisors who apply store policy and food safety procedures, including legislative requirements, in all aspects of handling, preparing, displaying, ticketing and storing food in a retail environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIRRFSA001A Apply retail food safety practices

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare food stock.	1.1. Identify ***preparation and handling requirements*** for specific food products and apply, according to ***legislative requirements*** and ***store policy and procedures***. 1.2. Use food preparation ***tools and equipment***, according to approved Work Health and Safety (WHS) procedures. 1.3. Clean, maintain and store ***food preparation tools and equipment*** according to store procedures and legislative requirements. 1.4. ***Wrap or package*** food products as required, according to store procedures and legislative requirements.
2. Place and arrange food stock.	2.1. Unpack food stock according to legislative requirements and store procedures. 2.2. Check food products for freshness and place in or on ***storage and display units*** in specified locations, according to product handling and WHS requirements. 2.3. Rotate food stock, according to shelf life, use by dates, store procedures and legislative requirements. 2.4. Identify damaged, deteriorated, spoiled or out of date stock and take ***corrective action***, according to store procedures and legislative requirements. 2.5. Display and store food products to avoid cross contamination as indicated in store procedures and legislative requirements.
3. Prepare and display labels and tickets.	3.1. Prepare ***labels and tickets*** for window, wall or floor displays, display units or products according to store policy. 3.2. Date code stock as required. 3.3. Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action. 3.4. Identify and ticket late mark downs and reductions, according to store policy. 3.5. Maintain and store ***ticketing equipment*** in a secure location. 3.6. Ensure tickets and labels are visible, correctly priced and placed on merchandise, according to store procedures and legislative requirements.

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4. Maintain food displays.	4.1. Reset and dismantle special promotion areas as required. 4.2. Ensure food products are arranged and faced up as directed and according to layout specifications, ***load-bearing and load limit capacity*** of fixtures and display or storage units. 4.3. Identify unsuitable or out of date displays, and reset or remove as directed. 4.4. Identify optimum stock levels and replenish stock according to store procedures. 4.5. Maintain display areas in a clean and tidy manner with excess packaging removed.
5. Protect food stock.	5.1. Identify and use correct handling, storage and display techniques, according to stock characteristics and legislative requirements. 5.2. Use and change ***food handling implements***, according to legislative requirements and store procedures. 5.3. Identify fragile or expensive stock and handle with extra care to prevent damage or ***deterioration***. 5.4. Identify and maintain correct temperatures for ***product ranges***, according to legislative requirements and store procedures. 5.5. Check, maintain and clean storage and display units according to store procedures. 5.6. Report temperature irregularities to ***appropriate personnel*** without delay.

Required Skills and Knowledge

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

Required skills

- interpersonal skills to:
  - report temperature irregularities to appropriate personnel through clear and direct communication
  - share information
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- technical skills to use and maintain:
  - food preparation tools and equipment
  - electronic labelling and ticketing equipment
  - food storage and display units
- planning and organising skills to complete tasks in set timeframe
- literacy and numeracy skills in relation to:
  - reading and interpreting store procedures and guidelines

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- weighing and measuring of goods
- machine or manual preparation of labels and tickets

Required knowledge

- store policy and procedures in regard to:
  - merchandising, ticketing and pricing
  - correct storage of stock
  - store promotional themes, including advertising, catalogues and special offers
  - location of display areas
  - principles of display
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - scheduling, building and rotating displays
  - correct manual handling techniques for protection of self and merchandise
  - correct storage procedures for labelling and ticketing equipment and materials
  - correct storage procedures for food preparation tools and equipment
- food products characteristics and their effects on preparation and handling requirements for display
- placing and arranging food stock and maintaining displays
- types of labelling and ticketing items and displays
- relevant legislation and statutory requirements, in relation to :
  - food safety
  - manual handling
  - environmental sustainability including waste disposal
  - pricing procedures, including GST requirements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policy and procedures and legislative requirements in regard to hygiene and sanitation practices • consistently applies store policy and procedures and legislative requirements for preparation, arrangement, presentation, handling and storage of food products • consistently applies store policy and procedures and

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legislative requirements in regard to displaying, merchandising, ticketing, pricing and storage of stock
- displays merchandise on fixtures, shelves and display areas in determined locations according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise according to store policy and procedures
- operates, maintains and stores a range of electronic ticketing equipment according to:
  - store policy and procedures
  - industry codes of practice
  - manufacturer instructions and design specifications
- arranges correct pricing and information on merchandise according to store procedures, industry codes of practice and legislative requirements
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures
- maintains display areas and replenishes stock as required according to store procedures
- performs correct manual handling, storage and display techniques according to:
  - stock characteristics
  - industry codes of practice
  - WHS regulations
  - food safety practices.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- food preparation equipment
- ticketing equipment
- products for preparation and display
- display materials and props
- cleaning equipment and materials
- relevant documentation, such as:
  - store policy and procedures manuals
  - WHS
  - industry codes of practice and relevant legislation
  - manufacturer instructions and operation manuals for electronic ticketing equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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	• observation of performance in the workplace • third-party reports from a supervisor • customer feedback • written or verbal questioning to assess knowledge and understanding.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SIRRFSA001A Apply retail food safety practices

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Preparation and handling requirements may vary according to food product characteristics, including:	• perishable items • cooked and uncooked items • items requiring defrosting and freezing • separating items to enhance presentation and to prevent cross-contamination and spoiling • items requiring chilling and heating • wet and dry items.
Legislative requirements may include:	• food safety regulations • WHS • pricing procedures, including GST requirements • manual handling • waste disposal • environmental protection • industry codes of practice.
Store policy and procedures in regard to:	• preparation, arrangement, presentation, handling and storage of food stock • maintenance and cleaning of equipment and working areas.
Food preparation ***tools and equipment*** may include:	• knives and slicers • boards • cookware, such as saucepans and baking trays • ovens and cooktops • appliances, such as mixers.
Materials and techniques used to ***wrap or package*** food may	• pre-packaging • separating items to prevent cross-contamination

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include:	• protection of items • covering to prevent deterioration of product • polystyrene trays • soaker pads • clear plastic containers • plastic wrap • plastic bags • butcher paper.
Storage and display units may include:	• window displays • heaters, ovens, bain-maries and rotisseries • freezers • refrigerated units and coolrooms • display fixtures, bins and cabinets • self-serve.
Corrective action may include:	• return to supplier • disposal • report to supervisor or manager.
Labels and tickets may be provided or produced electronically or manually, and may include:	• Australian Product Number (APN) • name and address of vendor • description of product • price, ingredients, use-by date or shelf life and nominal weight • recommended storage procedures • recommended intended use • nutritional information.
Ticketing equipment may include:	• pricing gun • shelf tickets • shelf talkers • written or electronically produced labels • bar coding equipment • price boards • header boards.
Load limits and load limit capacity may include:	• weight-bearing capacity • temperature maintenance.
Food handling implements may include:	• gloves • tongs • knives • spoons and scoops • slicers.
Deterioration of product may	• contamination • product life and use-by date

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include:	• crushing • drying out.
Product ranges may include:	• seafood, chicken, meat • delicatessen goods • seasonal varieties • exotic and unusual lines • bakery items • dairy products • frozen foods • dried foods • canned foods • prepared salads and convenience foods.
Appropriate personnel may include:	• team leader • supervisor • manager.

Unit Sector(s)

Retail

Competency field

Merchandising

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SIRRMER003A Prepare and display fast food items

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare, cook, arrange and present fast food items in a retail environment. It includes the setting up and maintenance of displays and labelling or pricing stock. It also includes the handling, protection and storage of fast food products for display or sale.

Application of the Unit

This unit applies to frontline staff and supervisors who apply store policy and food safety procedures, including legislative requirements, in all aspects of handling, preparing, displaying, ticketing and storing fast food items in a retail environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIRRFSA001A Apply retail food safety practices

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Prepare fast food items.	1.1.Prepare and operate work stations according to ***legislative requirements*** and ***store policy and procedures***. 1.2.Identify, maintain and use ***equipment, utensils and implements*** required according to store procedures and legislative requirements. 1.3.Identify and assemble ingredients for items according to standard store recipes and ***menu range***. 1.4.Identify preparation and ***handling requirements*** for individual food items according to legislative requirements and store procedures. 1.5.Identify products to be sliced, or cut and slice, or cut according to product and legislative requirements. 1.6.Use food preparation equipment safely and switch off after use, as required according to legislative requirements and store procedures. 1.7.Clean and store equipment according to store procedures and legislative requirements. 1.8.Identify, prepare and cook items according to legislative requirements and store procedures. 1.9.Identify items to be heated and place in, and remove from, ovens according to legislative requirements and store procedures. 1.10.Identify items to be defrosted and prepare according to legislative requirements and store procedures.
2. Present food items.	2.1.***Package*** or plate food items according to store procedures and legislative requirements. 2.2.Apply portion control to minimise wastage. 2.3.Place food products in or on ***display and storage units*** in determined locations as required. 2.4.Display food products to achieve a balanced fully stocked appearance and promote sales. 2.5.Check stock for freshness prior to placement on display. 2.6.Identify damaged, deteriorated, spoiled or out of date stock and take ***corrective action*** as required according to store procedures

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	and legislative requirements.
	2.7. Display and store cooked and uncooked products separately to avoid cross contamination according to store policy and legislative requirements.
	2.8. Place individual products in separate containers or dividers to avoid spoilage.
	2.9. Place food product stock range according to fixtures, ticketing, prices or bar codes.
	2.10. Rotate food product stock according to shelf life, use by dates, store procedures and legislative requirements.
	2.11. Ensure food presentation complies with product handling requirements, techniques and legislative requirements.
3. Prepare display labels and tickets.	3.1. Prepare ***labels and tickets*** for window, wall or floor displays, display units or products according to ***store labelling and pricing policy***.
	3.2. Date code stock as required.
	3.3. Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action.
	3.4. Identify late mark downs and reductions and ticket according to store policy.
	3.5. Use and maintain electronic ticketing equipment according to design specifications.
4. Place, arrange and display price labels and tickets.	4.1. Ensure labels and tickets are visible and correctly placed on merchandise according to legislative and store requirements.
	4.2. Replace labels and tickets according to store policy.
	4.3. Maintain correct pricing and clear information on products according to store procedures and legislative requirements.
5. Maintain food displays.	5.1. Reset and dismantle special promotion areas.
	5.2. Select food items for display as required.
	5.3. Arrange products as directed and according to layout specifications, ***load-bearing and load limit capacity*** of fixtures and display or storage units.
	5.4. Identify, reset or remove unsuitable or out of date displays as directed.
	5.5. Identify optimum stock levels and replenish stock according to store policy.
	5.6. Maintain display areas in a clean and tidy manner.
	5.7. Remove excess packaging from display areas.
6. Protect food items.	6.1. Identify and use correct handling, storage and display techniques according to food characteristics and legislative requirements.
	6.2. Change food handling implements when handling different products according to legislative requirements and store

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procedures.

6.3. Identify and use implements for handling products according to legislative requirements and store policy.

6.4. Regularly change medium in which serving equipment is stored, to prevent contamination.

6.5. Wrap and package products to prevent ***deterioration*** according to legislative requirements and store procedures.

6.6. Identify fragile or expensive stock and handle with extra care to prevent damage or deterioration.

6.7. Identify and maintain correct temperatures for menu items according to legislative requirements and store procedures.

6.8. Maintain and clean work areas, storage areas and display units according to store procedures.

6.9. Regularly check storage and display units to ensure products are kept at recommended temperatures.

6.10. Report temperature irregularities to ***appropriate personnel*** without delay.

Required Skills and Knowledge

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

Required skills

- interpersonal skills to:
  - report temperature irregularities to appropriate personnel through clear and direct communication
  - share information
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- technical skills to use and maintain:
  - food preparation tools and equipment
  - electronic labelling and ticketing equipment
  - food storage and display units
- planning and organising skills to complete tasks in set timeframe
- literacy and numeracy skills in relation to:
  - reading and interpreting store procedures and guidelines
  - weighing and measuring of goods
  - machine or manual preparation of labels and tickets

Required knowledge

- store policy and procedures in regard to:

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  - merchandising, ticketing, pricing and storage of stock
  - store promotional themes, including advertising, catalogues and special offers
  - location of display areas
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - scheduling for building and rotating displays
  - correct manual handling techniques for protection of self and merchandise
  - correct storage procedures for labelling and ticketing equipment and materials
- fast food menu range
- food safety programs
- shelf life of various products
- pricing procedures, including GST requirements
- placing and arranging fast food items and maintaining display
- relevant Work Health and Safety (WHS) legislation and codes of practice
- relevant legislation and statutory requirements, including food safety
- Australian Consumer Law
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures in preparation, cooking, arrangement, presentation, handling and storage of fast food items
- consistently applies store policy and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock
- displays merchandise on fixtures, shelves and display areas in determined locations according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise according to store policy and procedures
- operates, maintains and stores a range of electronic ticketing equipment according to:
  - store policy and procedures

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- industry codes of practice
- manufacturer instructions and design specifications.

- arranges correct pricing and information on merchandise according to store procedures, industry codes of practice and legislative requirements
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures
- maintains display areas and replenishes stock as required according to store procedures
- performs correct manual handling, storage and display techniques according to:
  - stock characteristics
  - industry codes of practice
  - WHS regulations
  - food safety practices.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- food preparation equipment
- ticketing equipment
- products for preparation and display
- display materials and props
- cleaning equipment and materials
- relevant documentation, such as:
  - store policy and procedures manuals
  - WHS
  - industry codes of practice and relevant legislation
  - manufacturer instructions or operation manuals for electronic ticketing equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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- SIRRFSA001A Apply retail food safety practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Legislative requirements may include:	• food safety regulations • OHS • pricing procedures, including GST requirements • manual handling • waste disposal • environmental protection • industry codes of practice.
Store policy and procedures in regard to:	• preparation, cooking, arrangement, presentation, handling and storage of fast food items • maintenance and cleaning of equipment and working areas.
Equipment, ***utensils and implements*** may include:	• protective clothing • tongs, spoons and spatulas • knives and slicers • cooking equipment, such as deep fryers, ovens, grills and cooktops.
Store ***menu range*** may include:	• salads • sandwiches • hamburgers, meat, poultry • delicatessen goods • pizzas • seafood • coated or battered items • drinks • desserts.
Handling requirements may vary according to stock characteristics, including:	• perishable items • cooked or uncooked items • items requiring defrosting or freezing • separating items to enhance presentation and to prevent cross-contamination and spoiling • items requiring chilling or heating • wet or dry items.
Package may include:	• plastic containers

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	• polystyrene trays • plastic wrap • plastic bags • paper wraps and bags.
Display and storage units may include:	• heaters • ovens • bain-maries • rotisseries • freezers • refrigerated units or coolrooms • display fixtures, bins and cabinets • self-serve.
Corrective action may include:	• return to supplier • disposal • report to supervisor or manager.
Labels and tickets may be provided or produced:	• electronically • manually.
Label and ticket details may include:	• Australian Product Number (APN) • name and address of vendor • description of product • price, ingredients, use-by date or shelf life and nominal weight • recommended storage procedures • recommended intended use • nutritional information.
Store labelling and pricing policy may include:	• pricing gun • shelf tickets • shelf talkers • written or electronically produced labels • bar coding • price boards • header boards.
Load-bearing and load limit capacity may include:	• weight-bearing capacity • temperature maintenance.
Deterioration of product may include:	• contamination • product life or use-by date • crushing • over heating • drying out.
Appropriate personnel may	• team leader

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include:

- supervisor
- manager.

Unit Sector(s)

Retail

Competency field

Merchandising

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SIRRRPK001A Advise on food products and services

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop product knowledge and provide advice to customers with regard to fresh food and food products, including convenience foods.

Application of the Unit

This unit applies to frontline service personnel. It requires the application of product knowledge in defined areas of food retailing or a more general category according to store requirements.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIRRFSA001A Apply retail food safety practices

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify product range and develop product knowledge.	1.1. Develop product knowledge by accessing ***relevant sources of information***. 1.2. Identify store food ***product range***. 1.3. Convey ***product information to other staff members*** as required.
2. Advise on food products.	2.1. Apply product knowledge to advise ***customers*** on relevant product information. 2.2. Provide product information for customers on request. 2.3. Recommend complementary products, specials, new lines and seasonal promotions to customers.
3. Advise on food services.	3.1. Promote, quote on and arrange store ***food services*** to meet ***customer requests*** according to ***store policy and procedures***.

Required Skills and Knowledge

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

Required skills

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - apply product knowledge by providing information and advice to customers and staff
  - make recommendations and advise on services through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- ability to interpret store and industry manuals and documentation (paper-based or computerised)
- literacy skills in regard to:
  - reading and understanding product information

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- reading and understanding store policy and procedures
- recording information
- numeracy skills in regard to pricing, and estimation and weighing of quantities.

Required knowledge

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - the store food safety program
  - the sale of food items
  - quality policy to customers and suppliers
  - allocated duties and responsibilities
  - taking customer orders
- current food services available to customers
- specialist product knowledge, including:
  - specialised products
  - corresponding benefits of various products
  - shelf life and use-by date
  - storage requirements
  - ingredients or materials contained in products
  - features and use of products
  - corresponding or complementary products and services
  - stock availability
- store and industry manuals and documentation (paper-based or computerised)
- stock, merchandise and service range
- pricing procedures, including GST requirements
- other relevant policy and procedures
- relevant legislation and statutory requirements
- relevant industry codes of practice.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policy and procedures, which comply with consumer law and legislative requirements regarding the sale of food items • consistently applies product information contained in

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store manuals and manufacturer product labels when providing advice to customers
- consistently applies store policy and procedures and industry codes of practice in regard to customer service and selling products and services
- develops, maintains and conveys product knowledge to other staff as required
- applies detailed and specialised product knowledge to provide accurate advice according to customer requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- sources of product knowledge
- suitable merchandise
- relevant documentation, such as:
  - store policy and procedures manuals
  - customer order forms.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRRFSA001A Apply retail food safety practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Relevant sources of information may include:

- store or supplier product manuals
- videos, DVDs and multimedia
- product demonstrations

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	• labels • store tours • internet.
Product range may include:	• delicatessen goods • fresh produce • bakery items • seasonal varieties • exotic and unusual lines • dairy products • frozen foods • dried foods • canned foods • prepared salads • convenience foods.
Product range may be identified according to:	• origin • price range • product variety • physical characteristics • seasonal availability.
Product information may include:	• product types • varieties • features • price • ingredients • simple nutritional information • handling and storage • cooking tips from manufacturer data.
Other staff members may include:	• new or existing staff • people with varying levels of language and literacy • people from a range of cultural, social and ethnic backgrounds.
Customers may include:	• new or repeat contacts • external and internal contacts • business customers or individuals • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Food services may include:	• special occasion catering • boardroom catering • convenience foods • food delivery services

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	• cook to order services • seasonal promotions.
Customer requests may include:	• preferences • health factors • culturally specific requirements.
Store policy and procedures in regard to:	• selling food products and services • interaction with customers • quality assurance • ordering food products • processing customer orders.

Unit Sector(s)

Retail

Competency field

Product Knowledge

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SIRXCCS201 Apply point-of-sale handling procedures

Modification History

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

Release Date	Comments
First Release:	This is a revised unit, based on and equivalent to SIRXCCS001A Apply point-of-sale handling procedures.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate point-of-sale equipment, apply store policy and procedures to a range of transactions, interact with customers, and package or wrap an item for transportation.

It covers demonstration of the ability to operate a range of point-of-sale equipment in order to complete sales, returns and exchange transactions, and process a number of methods of payment, according to store policies.

Application of the Unit

This unit applies to frontline service personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Operate point-of-sale equipment.	1.1. Open and close point-of-sale terminal according to ***store policy and procedures***. 1.2. Clear point-of-sale terminal and transfer tender according to store procedure. 1.3. Handle cash according to store security procedures. 1.4. Maintain supplies of change in point-of-sale terminal according to store policy. 1.5. Attend active point-of-sale terminals according to store policy. 1.6. Complete records for transaction errors according to store policy. 1.7. Maintain adequate supplies of dockets, vouchers and ***point-of-sale documents***. 1.8. Inform ***customers*** of delays in the point-of-sale operation where required.
2. Ensure accuracy of transactions.	2.1. Identify and perform ***numerical calculations*** to ensure accurate pricing and collection of money. 2.2. Collect numerical information from various sources and calculate accurately with or without the use of a calculator.
3. Perform point-of-sale transactions.	3.1. Complete ***point-of-sale transactions*** according to store policy. 3.2. Identify and apply store procedures in respect of cash and non cash transactions. 3.3. Identify and apply store procedures in regard to exchanges and returns. 3.4. Move goods through point-of-sale area efficiently and with attention to fragility and packaging. 3.5. Enter information into ***point-of-sale equipment***. 3.6. State price or total and amount of cash received verbally to customer. 3.7. Tender correct change.

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4. Complete sales.	4.1. Complete customer order forms, invoices and receipts and process any loyalty card transactions. 4.2. Identify and process customer delivery requirements according to set timeframes. 4.3. Process sales transactions or direct customers to point-of-sale terminals according to store policy without undue delay. 4.4. Acknowledge and thank customer in line with store policy and procedures.
5. Wrap and pack goods.	5.1. Maintain and request adequate supplies of ***wrapping and packaging materials***. 5.2. Select appropriate wrapping or packaging material. 5.3. Wrap merchandise neatly and effectively where required. 5.4. Pack items safely to avoid damage in transit, and attach labels where required. 5.5. Arrange transfer of merchandise for parcel pick up or other ***delivery methods*** if required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - inform customers of delays
  - listen actively
  - request adequate supplies of wrapping material or bags through clear and direct communication
  - share information
  - state price or total and amount of cash received
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- self-management skills to:
  - deal with different types of transactions
  - follow set routines and procedures
- literacy and numeracy skills to:
  - document sales and delivery information
  - render change
  - undertake work functions, including addition, division, multiplication, percentages and subtraction

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Required knowledge

- cash and non-cash handling procedures, including:
  - balancing point-of-sale equipment
  - calculating non-cash documents
  - change required, denominations of change and tendering change
  - clearance of terminal and transference of tender
  - counting cash
  - maintenance of cash float
  - opening and closing point-of-sale terminal
  - recording takings
  - security of cash and non-cash transactions
- functions and procedures for operating point-of-sale equipment, including:
  - calculators
  - electronic scales
  - numerical display board
  - registers
- merchandise handling techniques, including wrapping and packaging techniques
- range of services provided by the store
- relevant legislation and statutory requirements, including:
  - industry codes of practice
  - work health and safety (WHS)
  - Australian consumer law
  - scanners
- store policy and procedures in relation to:
  - allocated duties and responsibilities
  - bag checking
  - customer service
  - exchanges and returns
  - handling, packing and wrapping goods or merchandise
  - point-of-sale transactions
- stock availability
- key features of a calculator

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • operates point-of-sale equipment according to manufacturer instructions and store policy and procedures • applies store policy and procedures in regard to cash handling and point-of-sale transactions • interprets, calculates and records numerical information accurately • processes sales transaction information responsibly and accurately according to store policy and procedures • applies store policy and procedures in regard to the handling, packing, wrapping and delivery of goods or merchandise.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a real or simulated retail work environment
	• relevant documentation, such as:
	  • stock, inventory and price lists
	  • financial transaction dockets and slips
	  • lay-by, credit and product return slips
	  • store policy and procedures manuals
	• a range of point-of-sale equipment.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the work • role play • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, work and job role is recommended, for example: • SIRXCCS202 Interact with customers • SIRXFIN201 Balance and secure point-of-sale terminal • SIRXINV001A Perform stock control procedures • SIRXRSK201 Minimise loss.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the

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performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Store policy and procedures in regard to:	• cash handling • financial transactions • handling techniques of stock • operation of point-of-sale equipment • sales transactions • security.
Point-of-sale documents may include:	• credit slips • lay-by slips • message pads • order forms • product return slips • promotional materials.
Customers may include:	• customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
Numerical calculations may include:	• addition and subtraction • calculations of cash amounts and change • calculations of discount amounts • estimation of quantities • measurement • multiplication and division • percentages.
Point-of-sale transactions may include:	• cheques • credit cards and store cards • EFTPOS • exchanges • gift vouchers • lay-by • returns • smart cards • travellers cheques.
Point-of-sale equipment may include:	• cash drawer • cash register • EFTPOS terminal • electronic scales • numerical display board

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	• scanner • security tagging.
Wrapping and packaging materials may include:	• adhesive tape • bags • boxes • bubble wrap • gift wrapping • paper • ribbon • string.
Delivery methods may include:	• courier • domestic or international delivery • freight • parcel pick-up • post or express post.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SIRXCCS202 Interact with customers

Modification History

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

Release Date	Comments
First Release:	This is a revised unit, based on and equivalent to SIRXCCS002A Interact with customers.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver service to customers. It involves being able to communicate effectively with customers, respond to their complaints, receive and process sales orders, and identify special customer requirements.

The unit covers the consistent application of store policies and industry codes of practice to provide a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure, and to identify and resolve customer complaints.

Application of the Unit

This unit applies to frontline service personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Deliver service to customers.	1.1. ***Communicate*** with ***customers*** in a professional, courteous manner according to store policy. 1.2. Meet ***customer needs*** and reasonable requests or refer to supervisor, according to store policy and ***legislative requirements***. 1.3. Record customer details and information where necessary. 1.4. Identify and anticipate possible problems and take action to minimise the effect on customer satisfaction. 1.5. Recognise and act upon opportunities to deliver additional levels of ***service*** beyond the customer's immediate request. 1.6. Maintain contact with customer until sale is completed according to store policy. 1.7. Use verbal and non-verbal communication to develop rapport with customers during service delivery. 1.8. Encourage repeat customers by promotion of appropriate services or products according to store policy. 1.9. Farewell customer appropriately and courteously according to store policy.
2. Respond to customer complaints.	2.1. Convey a positive, helpful attitude to customers when handling ***complaints***, according to store policy. 2.2. Handle complaints sensitively, courteously and with discretion. 2.3. Establish and confirm with customer nature of complaint by active listening and questioning. 2.4. Take action to resolve complaint to customer's satisfaction wherever possible. 2.5. Promptly refer unresolved customer dissatisfaction or

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	complaints to supervisor. 2.6. Take the opportunity to turn incidents of customer dissatisfaction into a demonstration of high-quality service to customer according to store policy. 2.7. Complete documentation regarding customer dissatisfaction or complaints accurately and legibly. 2.8. Take ***follow-up action*** as necessary to ensure customer satisfaction.
3. Receive and process sales orders.	3.1. Record customer details and information accurately. 3.2. Promptly refer customers to appropriate area as required. 3.3. Provide customers with information in clear, concise manner. 3.4. Process, record and act upon sales orders according to store policy. 3.5. Process customer returns or refunds according to store policy and procedures.
4. Identify special customer requirements.	4.1. Promptly identify customers with special needs or requirements by observation and questioning. 4.2. Verbally and non-verbally convey a willingness to assist. 4.3. Promptly service, refer or redirect customers' needs as required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - build rapport and understanding
  - clarify and feed back information
  - deal with difficult customers
  - listen to customers' needs
  - negotiate with and persuade customers to buy
  - promote products and services
  - respond to complaints effectively and politely
- literacy and numeracy skills to:
  - calculate costs and discounts
  - document sales, stock and delivery information
  - follow procedures for recording customer orders that are placed in person, by telephone or by electronic means

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  - handle legal tender
  - take messages in person or by telephone
  - write records of complaints
  - weigh and measure goods
- observation and analysis skills to anticipate customer behaviour
- self-management skills to follow set routines and procedures

Required knowledge

- add-on selling concepts
- conflict-resolution strategies
- functions and procedures for operating the store telephone system and other communication equipment, and the relevant numbers
- greeting and farewelling techniques
- location of store departments
- merchandise and service range of store departments
- non-verbal cues indicating customer behaviour
- questioning and active listening techniques
- relevant legislation and statutory requirements, including work health and safety (WHS)
- store policy and procedures in regard to:
  - customer service
  - dealing with customer complaints
  - allocated duties and responsibilities
  - customer returns and refunds
  - lay-by, gift voucher and rain-check procedures
- strategies for handling difficult or abusive customers

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accesses, records and processes sales orders accurately and responsibly, according to store policy and procedures • identifies the nature of customer complaints, resolves complaints and provides service to customers according to store policies • collaboratively works within a team to meet customers' needs

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- applies store policy and procedures and industry codes of practice in regard to customer service
- provides a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure
- uses effective questioning, active listening and observation skills to identify special customer requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant documentation, such as:
  - sales order forms
  - complaint and return forms
  - stock, inventory and price lists
  - store policy and procedures manuals
- a range of customers with different requirements
- point-of-sale equipment and materials
- a communication system or a range of communication equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS201 Apply point-of-sale handling procedures
- SIRXFIN201 Balance and secure point-of-sale terminal
- SIRXINV001A Perform stock control procedures
- SIRXRSK201 Minimise loss.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility

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of the item, and local industry and regional contexts) may also be included.

Communication techniques may include:	• face-to-face or telephone contact with customers • non-verbal communication • speaking clearly and concisely • using appropriate language • using open and inclusive language.
Customers may include:	• customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
Store policy may relate to:	• cash handling • customer service • dealing with customer complaints • processing sales orders.
Customer needs may include:	• information regarding store facilities and services • location of specific items within the store • product information • returns or refunds.
Legislative requirements may include:	• liquor licensing regulations • lottery legislation • sale of second-hand goods • sale of X and R-rated products • tobacco laws • Trade Practices Act • trading hours • transport, storage and handling of goods.
Service may include:	• all store activities • internal and external customers • follow-up in event of delays in service provision.
Complaints may relate to:	• prices • products • service.

Follow-up action may require:	• communication with:
	  • customers
	  • staff
	  • supervisors and management
	  • suppliers
	• recommendations to supervisor regarding policy and procedure development or alteration.

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Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SIRXCCS304 Coordinate interaction with customers

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXCCS003A Coordinate interaction with customers.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate interaction with customers. It involves implementing customer service standards, implementing store policy regarding customer complaints, communicating with management, and leading a customer service team.

This unit covers the ability to coordinate a customer service team, provide accurate feedback to management on operational and procedural matters related to customer service, and supervise the resolution of customer complaints according to store policy.

Application of the Unit

The unit applies to staff with team leadership and managerial responsibility.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Implement customer service standards.	1.1. Monitor ***service standards*** according to ***store policy***. 1.2. Identify deficiencies in service and take action as required according to store policy. 1.3. Convey store and ***legislative policies and procedures*** in relation to customer service provision to ***team*** members. 1.4. Give ***feedback*** on quality of service provision to team members and management on a regular basis and according to store policy.
2. Implement store policy regarding customer complaints.	2.1. Monitor service standards to ensure store policy in regard to customer complaints is implemented by sales staff. 2.2. Authorise, action, or refer to a higher authority procedures to resolve customer complaints according to store policy. 2.3. Satisfy ***customers***' special needs where appropriate according to store policy.
3. Communicate with management.	3.1. Refer to management current store policies on customer service issues that may affect the operation of the department or section. 3.2. Provide ***operational information*** to management and other supervisors in order to facilitate customer service planning.
4. Lead customer service team.	4.1. Interpret and communicate store policy and procedures and apply to store operation. 4.2. Motivate, coach and mentor team members to achieve a high standard of service to customers. 4.3. Ensure team access to current information on staff issues and operations. 4.4. Clarify, plan and allocate team tasks in consultation with staff to ensure effective day-to-day store operations and efficient use of human resources. 4.5. Inform team of changes in store service policy and procedures that affect their roles and responsibilities. 4.6. Provide feedback to team in regard to achievement or non-achievement of agreed service standards and performance targets in line with standard store policy and procedures. 4.7. Encourage team members to contribute feedback in regard to

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achievement of performance targets and to offer suggestions for improved processes.

4.8. Handle routine problems using appropriate ***problem-solving*** techniques and refer to management if required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - coach and give feedback
  - lead teams
  - make group presentations
  - negotiate, persuade and motivate
  - participate in performance analysis
  - question, listen and observe
  - use verbal and non-verbal communication
- literacy skills to:
  - complete a proforma for feedback to management
  - read and interpret store policy and procedures
- problem-solving skills to handle routine problems

Required knowledge

- interpersonal communication techniques
- lines of communication to staff and management
- merchandise and service range of the store
- relevant industry codes of practice relating to interaction with customers
- store policy and procedures in regard to:
  - customer service
  - customer complaints about products or individual staff
  - staff supervision
  - monitoring team performance
  - discipline
  - grievance handling
  - allocating duties and responsibilities
  - meetings
  - store appraisal

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- proactively coordinates a team in the provision of quality customer service according to store policy by:
  - allocating tasks
  - applying store policy
  - consulting with staff
  - conveying relevant information
  - identifying deficiencies
  - monitoring performance
  - motivating staff
  - solving routine problems
- provides accurate feedback to management on operational and procedural matters related to provision of customer service
- supervises the resolution of customer complaints according to store policy.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - industry codes of practice
  - legislation and statutory requirements
  - reporting proformas
  - store policy and procedures manuals
- a range of customers with different requirements
- a client service team.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Service standards may apply to:	• all store activities • internal and external customers.
Store policy may relate to:	• customer service • dealing with customer complaints • staff supervision.
Legislative policies and procedures may include:	• liquor licensing regulations • lottery legislation • sale of second-hand goods • sale of X and R-rated products • tobacco laws • Australian consumer law • trading hours • transport, storage and handling of goods.
Teams may include:	• corporate team • small work team • store team.
Feedback may include:	• informal and formal meetings • presentations • verbal reports • written reports.
Customers may include:	• customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities • customers with routine or special needs • internal or external customers • new and existing customers.
Operational information may include:	• routine or busy trading times • sales trends • varying levels of staff training.
Problem solving may be affected by:	• resource implications • store policy and procedures.

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Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

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SIRXCLM001A Organise and maintain work areas

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to maintain and organise work areas in a retail environment. It involves applying personal hygiene practices and the organised use of equipment and chemicals to keep the workplace tidy, clean and safe.

Application of the Unit

Application of the unit This unit requires the team member to demonstrate and apply knowledge of workplace policies, legislative requirements and manufacturer instructions in order to utilise tools, chemicals and equipment for the safe and efficient cleaning, organisation and maintenance of work areas. Frontline service personnel are responsible for this function.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise work area.	1.1 Maintain ***work areas*** in a safe, uncluttered and organised manner according to ***store policy and procedures***.
	1.2 Carry out all ***routines*** safely, effectively and efficiently with minimum inconvenience to ***customers*** and ***staff*** according to store policy.
	1.3 Apply store policy and procedures for tidying work areas and placing items in designated areas.
2 Clean work area.	2.1 Apply store policy and procedures for personal hygiene.
	2.2 Apply store policy and procedures for cleaning of work area.
	2.3 Remove and dispose of waste promptly according to store policy and ***legislative requirements***.
	2.4 ***Report*** spills, food, waste, or other potential hazards to ***relevant personnel*** and remove from floors according to store policy and legislative requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Promptly display signage in regard to ***unsafe areas***.
	2.6 Maintain equipment and consumable materials and store correctly after use.
	2.7 Use and clean ***tools and equipment*** (including guards) according to manufacturer instructions and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

The following skills must be assessed as part of this unit:

- using and maintaining cleaning equipment
- using and storing chemicals, hazardous substances and flammable materials
- using electrical and other equipment safely
- literacy and numeracy skills in reading and understanding manufacturer instructions
- reading and understanding warning labels and instructions for the use of chemicals and hazardous substances.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - housekeeping
  - use and maintenance of store cleaning equipment
  - personal hygiene
  - waste disposal and environmental protection
  - reporting problems and faults
- relevant OHS regulations
- relevant labels to identify chemicals and hazardous substances, HAZCHEM labels
- manufacturer instructions for use of cleaning materials or hazardous substances
- manufacturer instructions for use of cleaning equipment
- relevant legislation and statutory requirements
- relevant industry codes of practice.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies housekeeping duties to work area, point-of-sale terminals, walkways, fixtures and display areas
- consistently applies safe working practices in the operation and maintenance of a range of cleaning and housekeeping equipment according to:
  - store policy and procedures
  - OHS legislation and codes of practice
  - industry codes of practice
  - manufacturer instructions and design specifications
- applies store housekeeping program for work area and reports faults and problems to relevant person or department
- reads, interprets and applies manufacturer instructions for cleaning products, tools and equipment
- completes tasks in set timeframe.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- cleaning and store housekeeping equipment and materials
- relevant documentation, such as:
  - store policy and procedures manuals on housekeeping, cleaning and OHS
  - manufacturer instructions and operation manuals on cleaning equipment and materials
  - manual handling regulations and industry codes of practice
  - plant and equipment regulations.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCOM001A Communicate in the workplace
- SIRXIND001A Work effectively in a retail environment
- SIRXOHS001A Apply safe working practices
- SIRXICT001A Operate retail technology.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

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RANGE STATEMENT

Work areas may include:

- counters
- benches
- sinks
- storage areas
- point-of-sale terminals
- point-of-sale areas
- preparation areas
- walkways and aisles
- displays
- fixtures and working surfaces.

Store policy and procedures may relate to:

- housekeeping practices
- personal hygiene
- maintenance and storage of cleaning equipment
- use and storage of cleaning chemicals
- job descriptions and responsibilities
- OHS
- interaction with:
  - customers
  - other team members
  - supervision and management.

Handling and cleaning ***routines*** may vary according to:

- stock characteristics
- industry codes of practice.

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Staff may be:

- management
- other staff members
- full-time, part-time, contract or casual staff
- from within or outside own work team
- from a range of social, cultural and ethnic

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RANGE STATEMENT

	backgrounds.
Legislative requirements may include:	• federal, state and local health and hygiene • waste removal • environmental protection • transport, storage and handling of goods • hazardous substances and dangerous goods • labelling of workplace substances • OHS • use of protective clothing and equipment.
Reporting may be conducted:	• face to face • by email • by phone • by fax.
Relevant personnel may include:	• manager • area supervisor • team leader • colleagues.
Unsafe areas may include:	• spills • sharp edges • loose wiring • customer and public areas • staff-only areas.
Tools and equipment may relate to:	• point of sale • cleaning • display and promotion • food preparation • storage.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Cleaning and Maintenance

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SIRXCLM402 Manage store facilities

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXCLM002A Manage store facilities.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage store facilities in a retail environment. It involves managing the store maintenance and housekeeping program, negotiating and monitoring maintenance contracts, and identifying and locating facilities requirements.

The unit covers the application of store policies and relevant legislation to the planning, coordination and implementation of activities associated with monitoring and maintaining premises, fittings, fixtures and equipment in a retail environment.

Application of the Unit

This unit applies to staff with managerial responsibility in a retail environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage store maintenance program.	1.1. Monitor and maintain premises, fittings, fixtures and equipment, according to ***store policy and procedures*** and ***relevant legislation***. 1.2. Identify deficiencies in store maintenance procedures and take remedial action as required. 1.3. Obtain ***expert or specialist advice*** as required, according to store policy. 1.4. Initiate contingency plan within scope of authority in the event of maintenance problems.
2. Manage retail equipment maintenance.	2.1. Develop and implement procedures to ensure retail equipment is maintained according to store policy. 2.2. Monitor and implement maintenance program for retail equipment, according to manufacturer design specifications and store policy. 2.3. Identify and rectify equipment faults where possible, without undue delay. 2.4. ***Report*** equipment faults or failures, according to service agreements and store policy.
3. Negotiate maintenance contracts.	3.1. Negotiate maintenance ***contracts*** with contractors and suppliers according to store policy and procedures. 3.2. Negotiate and implement contract terms and conditions to maximise benefits for the store, and communicate to ***relevant personnel***. 3.3. Monitor maintenance procedures to ensure products and tasks meet contract specifications.
4. Identify facilities and space requirements.	4.1. Identify facilities and space requirements to reflect business needs and volume, according to store policy and budget requirements. 4.2. Locate suitable facilities and space to facilitate expansion or change of use in line with store policy and procedures. 4.3. Consult, as required, with senior manager or business owner to determine optimum strategy for store space and location.

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4.4. Maximise use of space, with consideration to existing configuration, to optimise the merchandising of existing and incoming stock.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - ensure listening and understanding
  - negotiate contracts and relay contractual requirements to staff
  - obtain expert or specialist advice
  - report faults
  - share information
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- negotiation skills to negotiate maintenance contracts with contractors and suppliers
- literacy and numeracy skills to:
  - apply accounting processes and record data
  - develop, document and record procedures
  - estimate measurements and volumes
  - maintain records
  - read and interpret manufacturer instructions
  - work within a budget

Required knowledge

- store policy and procedures in regard to:
  - maintenance of store facilities
  - maintenance of retail equipment
- maintenance contract terms and options
- contract specifications
- relevant legislation and statutory requirements relating to managing store facilities, including:
  - work health and safety (WHS) legislation
  - food safety legislation and regulations
- relevant industry codes of practice relating to managing store facilities
- principles and techniques in:

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- monitoring performance of contracts
- negotiating, in particular contract negotiation
- interpersonal communication

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans, coordinates and implements activities associated with monitoring and maintaining premises, fittings, fixtures and equipment according to store policy and procedures
- initiates contingency plans in response to maintenance problems as required
- proactively negotiates, monitors and implements maintenance contracts according to store policy and procedures
- identifies and uses space and facilities effectively
- evaluates and reports on effectiveness of maintenance contracts.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - maintenance contracts
  - store policy and procedures on maintenance of facilities, and contract negotiation
  - relevant legislation and statutory requirements
  - WHS
  - legislation and industry codes of practice
- a team
- equipment and technology.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- case study or research report
- written or verbal questioning to assess knowledge and understanding

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- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Store policy and procedures in regard to:

- store maintenance
- facilities management
- reporting mechanisms
- WHS
- food safety.

Relevant legislation may include:

- federal, state or territory and local legislation
- food safety regulations
- WHS.

Expert or specialist advice may be sought regarding:

- point-of-sale terminals
- EFTPOS terminals
- computers, scanners and printers
- pricing equipment
- electronic bar coding equipment
- portable data entry
- electronic ordering equipment
- wrapping and packing equipment
- equipment for carrying or moving merchandise
- equipment for storage of merchandise, including refrigerators
- weighing machines
- thermometers
- security tag systems
- trolley return equipment
- fixtures and fittings
- food preparation equipment.

Faults may be ***reported***:

- verbally
- in writing
- by email
- to service personnel

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- to contractors
- to relevant managers
- to supervisor.

Contracts:

- may be negotiated internally and externally
- may involve:
  - quality standards
  - building maintenance services
  - cleaning
  - security
  - electrical services
  - plumbing services
  - equipment maintenance.

Relevant personnel may include:

- managers
- supervisors
- specialist staff.

Unit Sector(s)

Cross-Sector

Competency Field

Cleaning and Maintenance

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SIRXFIN201 Balance and secure point-of-sale terminal

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXFIN001A Balance point-of-sale terminal.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to balance and reconcile a register or terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions, and reconciling and recording takings.

The unit requires the application of store policy and procedures in undertaking those tasks.

Application of the Unit

This unit applies to frontline retail staff working under some supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Balance and secure takings from register or terminal.	1.1. Perform ***register or terminal*** balance at designated times according to ***store policy and procedures***. 1.2. Separate cash float from takings prior to balancing procedure and secure according to store policy. 1.3. Supply change to register or terminal according to store policy. 1.4. Obtain and interpret register or terminal reading or print-out. 1.5. Secure cash and ***non cash documents*** according to store security policy and procedures.
2. Reconcile takings.	2.1. Count cash accurately. 2.2. Calculate non cash documents accurately. 2.3. Determine balance between register or terminal reading and sum of cash and non cash transactions. 2.4. Report discrepancies between register or terminal reading and sum of cash and non cash transactions to ***relevant personnel*** according to store policy. 2.5. Record store and individual department takings and file ***records*** according to store policy.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
  - balance the register or terminal
  - count cash
  - calculate non-cash transactions
  - calculate discrepancies between reported and actual takings
  - complete documentation

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  - interpret documentation
  - report on takings
- planning and organising skills to complete tasks in a set timeframe
- technology skills to operate register or terminal

Required knowledge

- cash and non-cash handling procedures, including:
  - balancing point-of-sale terminal
  - calculating non-cash documents
  - change required and denominations of change
  - clearance of terminal and transference of tender
  - counting cash
  - credit and returns
  - credit cards
  - EFTPOS
  - gift vouchers
  - lay-by
  - maintenance of cash float
  - opening and closing point-of-sale terminal
  - recording takings
  - security of cash and non-cash transactions
- store policy and procedures in regard to:
  - cash float
  - operation of equipment used at register or terminal
  - register or terminal balance
  - security of cash and non-cash transactions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- operates register or terminal equipment according to manufacturer instructions and store policy
- applies store policy and procedures in regard to handling cash and removing takings from register or terminal
- applies store policy and procedures in regard to cash float

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- applies store policy and procedures in regard to reading registers and recording information
- processes documentation and records responsibly and according to store policy and procedures
- reconciles takings according to store policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- relevant documentation, such as:
  - financial transaction dockets, slips and invoices
  - sample debit card and credit card vouchers
  - recording and tally sheets
  - store policy and procedure manuals in regard to register or terminal balance
- register or terminal and related equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS201 Apply point-of-sale handling procedures
- SIRXRSK201 Minimise loss.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Register or terminal may be:

- cleared at intervals during or at close of trading
- cleared by operator or specialist staff
- electronic

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	• manual.
Store policy and procedures in regard to:	• cash handling • register or terminal balance • security.
Non-cash documents may relate to:	• cash on delivery (COD) • cheques • credit cards • customer credit ratings • customer refunds • gift vouchers • hire-purchase • lay-by.
Relevant personnel may include:	• manager • supervisor • team leader.
Records may be:	• electronic • manual.

Unit Sector(s)

Cross-Sector

Competency Field

Finance

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SIRXICT001A Operate retail technology

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.

Application of the Unit

This unit applies to frontline service personnel who operate and maintain a range of retail equipment, including point-of-sale systems, keyboards and data entry equipment, according to manufacturer instructions, design specifications, store policy and designated timeframes. This work is undertaken with some supervision and guidance.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Maintain retail equipment.	1.1. Identify purpose of ***equipment*** used in store or department. 1.2. Operate equipment, according to design specifications and ***safety requirements***. 1.3. Identify equipment faults and report to ***relevant personnel***. 1.4. Identify and apply maintenance program for retail equipment according to ***store policy and procedures***.
2. Apply keyboard skills.	2.1. Operate keyboard using typing techniques within designated speed and accuracy requirements. 2.2. Enter and edit information accurately.
3. Operate data entry equipment.	3.1. Enter data using relevant equipment, according to store policy and procedures. 3.2. Operate price marking equipment, according to manufacturer instructions and store policy. 3.3. Enter data accurately and within designated time limits.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to complete tasks in set timeframe
- problem solving skills to deal with different types of transactions
- literacy and numeracy skills to:
  - read store procedures for operating equipment
  - enter data
  - perform point-of-sale transactions
  - follow common fault-finding procedures

Required knowledge

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- store policy and procedures in regard to:
  - the operation and maintenance of store retail equipment
  - reporting problems and faults
- relevant legislation and statutory requirements in regard to operating retail technology, including Work Health and Safety (WHS) requirements
- relevant industry codes of practice
- purpose and impact of using electronic technology
- licensing requirements for carrying and moving merchandise (if applicable)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • operates a range of store retail equipment according to store policy and procedures and industry codes of practice • operates and maintains a range of store retail equipment according to manufacturer instructions and design specifications • applies store maintenance program and reports faults and problems • consistently applies safe working practices in the operation and maintenance of store retail equipment according to OHS legislation and codes of practice • reads and interprets operation manuals to solve routine faults and errors and maintains and uses equipment effectively • uses keyboard skills to enter and edit data accurately • completes tasks in set timeframe.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a real or simulated work environment
	• relevant documentation, such as:
	  • store policy and procedure manuals
	  • manufacturer instructions and operation manuals
	• a range of store retail equipment.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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	• observation of performance in the workplace • a role play • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Equipment may include:	• point-of-sale terminals • electronic bar coding equipment for price labelling and stocktaking • portable data entry • printers • EFTPOS terminals • electronic ordering equipment • wrapping and packing equipment • equipment for carrying or moving merchandise • equipment for storage of merchandise, including refrigerators • weighing machines • thermometers • security tag systems • trolley return equipment • computers • scanners • numerical keyboard equipment, including calculators.
Safety requirements may include:	• hazard identification (e.g. workplace inspections) • emergency, fire and accident procedures • personal safety procedures • stress management • procedures for the use of personal protective clothing and equipment

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	• reporting incidents and accidents in the workplace.
Relevant personnel may include:	• supervisor • team leader • manager.
Store policy and procedures in regard to:	• store administration • clerical systems • operating and maintaining retail equipment • Work Health and Safety (WHS).

Unit Sector(s)

Cross-Sector

Competency field

Computer Operations and ICT Management

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SIRXICT303 Operate retail information technology systems

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXICT003A Operate retail information technology systems.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate information technology systems, resolve system faults, perform point-of-sale system transactions, and safely and securely store electronic information according to store policy and procedures and relevant legislation. It involves understanding the operation of hardware and software in use, editing and updating information, and solving problems in relation to hardware and software.

Application of the Unit

This unit applies to managerial or supervisory staff with a responsibility to operate store information technology systems in a retail environment.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Use store information technology system.	1.1. Demonstrate operation of store ***information technology system*** to ***staff members*** according to ***store policy and procedures***, as required. 1.2. Identify and operate ***hardware*** and ***software*** according to manufacturer instructions and store policy and procedures. 1.3. Interpret the ***application and uses*** of information technology systems available. 1.4. Transmit data according to electronic data interchange (EDI) procedures as required. 1.5. Use keyboard skills to enter ***information*** accurately and as required by store policy. 1.6. Regularly perform ***back-up procedures*** according to store policy.
2. Edit and update information.	2.1. Identify information to be edited and updated according to store procedures. 2.2. Edit and update information on system according to store policy and procedures. 2.3. Identify and enter price changes into store system as required. 2.4. Ensure shelf data price and computer records match according to store policy.
3. Solve information technology system problems.	3.1. Identify equipment, hardware and software ***faults*** and rectify where possible or seek expert assistance without delay. 3.2. Monitor and implement maintenance program for hardware and software systems according to manufacturer specifications and store procedures. 3.3. Handle routine problems using appropriate ***problem-solving techniques*** and refer to ***relevant personnel*** as required. 3.4. Evaluate and resolve problems arising at point of sale according to store procedures and ***relevant legislation***. 3.5. Provide assistance positively and actively to staff as problems arise.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - convey knowledge of store technology system to other staff members
  - provide assistance to staff through clear and direct communication
  - refer problems to appropriate personnel
  - share information
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to process and record information
- technology skills to:
  - apply and use hardware and software
  - use store technology information systems

Required knowledge

- manufacturer specifications in regard to operation of hardware and software
- problem-solving techniques
- relevant industry codes of practice
- relevant legislation and statutory requirements, including:
  - consumer law
  - credit procedures
- software licensing specifications
- store policy and procedures in regard to use and operation of store information technology systems, including:
  - efficient and sustainable use of resources
  - work health and safety (WHS) and ergonomic requirements
  - operation of equipment
  - solutions to problems and breakdowns
  - use and maintenance of hardware and software systems
- store products and services range, including pricing structure

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• applies store policy and procedures in regard to information technology systems, including:
	  • resolving system faults
	  • using and applying store credit and EFTPOS
	  • reviewing and entering information on store system
	• follows requirements of relevant legislation and statutory requirements, including Australian consumer law and credit procedures.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a real or simulated retail work environment
	• hardware and software instruction manuals
	• information technology system
	• relevant documentation, such as:
	  • store or sample policy and procedures on management of information technology systems
	  • legislation and statutory requirements
	  • WHS requirements
	  • industry codes of practice.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • role play • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

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Information technology system used may be:	• centrally based • store-based • networked.
Staff members may be:	• full-time, part-time or casual • under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Store policy and procedures in regard to:	• efficient and sustainable use of resources • information technology systems • WHS • processing sales orders.
Hardware may include:	• bar coding • hand-held pricing equipment • personal computers or terminals (stand-alone or networked) • point-of-sale terminals • scanning equipment.
Software may include:	• databases • EDI • financial • spreadsheets • word processing.

Application and uses may include:	• arrangement of credit for customer via a third party
	• credit checks for granting of credit or loans
	• customer records
	• electronic cataloguing
	• financial management
	• individual, department or item sales performance analysis
	• inventory control
	• point-of-sale operations, including:
	  • credit cards
	  • EFTPOS
	  • loyalty cards
	  • online sales
	  • smart cards
	• pricing and price changes
	• staff payroll, from staff log-in and log-out information
	• staff rosters
	• stock transfers and delivery
	• use of internet facilities

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	• use of multimedia.

Information may include:	• customer details or records, including:
	  • names
	  • contact details
	  • consumer information or profiles
	• orders
	• price changes
	• staffing information
	• stock records
	• stock transfers.

Back-up procedures may include:	• CD • digital tape • DVD • external hard drive • off-site data storage • zip disc.

Faults may include:	• hardware faults or breakdowns
	• point-of-sale functionality problems, such as:
	  • cheque clearances
	  • credit facilities
	  • EFTPOS
	• pricing variations
	• software functionality problems
	• staff error or lack of training.

Problem-solving techniques may include:	• following routine procedures or manufacturer recommendations
	• lateral thinking
	• referral to:
	  • operator
	  • manager
	  • specialist.

Relevant personnel may include:	• manager • supervisor • team leader • technical specialist.
Relevant legislation may include:	• consumer law • credit procedures • WHS.

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Unit Sector(s)

Cross-Sector

Competency Field

Computer Operations and ICT Management

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SIRXINV001A Perform stock control procedures

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock and dispatching goods.

Application of the Unit

This unit applies to team members who handle and move stock, to ensure efficient stock control within the retail environment. Team members are required to receive and process incoming goods, dispatch outgoing goods, rotate stock and maintain stock levels, assist with stocktaking, and report problems or discrepancies in stock to relevant personnel according to store policy and relevant legislation, whilst using safe working practices.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Receive and process incoming goods.	1.1. Maintain cleanliness and orderliness in receiving bay according to ***store policy and procedures***. 1.2. Unpack goods using correct ***handling techniques*** and ***equipment***, according to store policy. 1.3. Remove and promptly dispose of packing materials, according to store policy and relevant ***legislative requirements***. 1.4. Check incoming stock and validate against purchase orders and delivery documentation, according to store policy and relevant legislative requirements. 1.5. Inspect items received for damage, quality, use by dates, breakage or discrepancies and record, according to store policy. 1.6. Record stock levels on store ***stock systems***, according to store policy. 1.7. Rotate and store stock, according to the first in first out (FIFO) principle. 1.8. Dispatch stock to appropriate area or department. 1.9. Apply stock price and code labels when required according to store policy.
2. Rotate stock.	2.1. Carry out stock rotation procedures, according to store routine and policy. 2.2. Perform store code checking and reporting procedures, including recording of waste and markdowns. 2.3. Place merchandise to achieve a balanced, fully stocked display appearance and promote sales. 2.4. Place excess stock in storage or dispose of, according to store policy and legislative requirements. 2.5. Maintain safe lifting, shifting and carrying techniques according to store Work Health and Safety (WHS) policy and legislative requirements.

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Required Skills and Knowledge

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

Required skills

- literacy and numeracy skills to:
  - follow set routines and procedures
  - use electronic labelling and ticketing equipment
  - stock records and delivery documentation
  - report problems

Required knowledge

- store policy and procedures in regard to:
  - stock control
  - store labelling policy
  - product quality standards
  - correct unpacking of goods
  - out-of-date, missing or damaged stock
  - equipment used
  - stock location
  - waste disposal
  - methods of storage
  - delivery documentation
  - stock record documentation
  - dispatch documentation
  - reporting faults and problems
- relevant legislation and statutory requirements in regard to stock control, including WHS
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control • consistently applies safe working practices in the manual handling and moving of stock according to

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WHS legislation and store policy
- interprets and applies manufacturer instructions with regard to handling stock and using relevant equipment
- receives and processes incoming goods and dispatches outgoing goods according to store policy and procedures
- rotates stock and performs out-of-code checking and reporting according to store policy and procedures
- interprets and processes information accurately and responsibly.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant equipment, including:
  - stock moving equipment
  - manual and electronic labelling and ticketing equipment
- computers and stock recording equipment
- relevant documentation, such as:
  - invoices, packing slips, dispatch documents and order forms
  - recording and tally sheets
  - store policy and procedures manuals
  - WHS regulations
  - relevant legislation and statutory requirements
  - industry codes of practice.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXRSK001A Minimise theft
- SIRXCCS002A Interact with customers

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- SIRXFIN001A Balance point-of-sale terminal.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures may relate to:	• stock control • reception and dispatch • WHS • food safety.
Handling techniques may vary according to:	• stock characteristics • industry codes of practice • legislative requirements.
Equipment may include:	• electronic bar coding equipment • weighing machines • thermometers • trolley return equipment • portable data entry • cutting equipment • protective clothing.
Legislative requirements may include:	• WHS • hazardous substances and dangerous goods • labelling of workplace substances • waste removal and environmental protection • transport, storage and handling of goods.
Stock systems may be:	• manual • electronic.

Unit Sector(s)

Cross-Sector

Competency field

Inventory

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SIRXINV002A Maintain and order stock

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain and order stock in a retail environment. It involves monitoring receipt and dispatch of goods, maintaining stock records, coordinating stocktake, identifying stock losses, processing orders and following up on orders.

Application of the Unit

This unit applies to retail staff who are responsible for monitoring and coordinating stock levels, storage, distribution and reorder cycles. It includes rostering staff, organising and coordinating stocktakes, maintaining accurate records and routinely reporting on inventory status to relevant personnel according to store policy and procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Monitor receipt and dispatch of goods.	1.1. Delegate responsibility for receipt and dispatch of goods to ***appropriate staff.***
	1.2. Implement store procedures in regard to receipt, dispatch and secure storage of goods.
	1.3. Observe ***staff*** functions to ensure store procedures are followed and documentation is completed correctly.
	1.4. Implement store procedures to ensure goods inspected for quantity and quality on receipt.
	1.5. Act upon variations to quantity and quality of delivered goods, according to ***store policy and procedures***.
	1.6. Supervise safe ***handling and storage of goods***, according to store policy.
2. Maintain stock records.	2.1. Monitor and maintain stock levels at required levels.
	2.2. Maintain, monitor and adjust stock reorder cycles as required.
	2.3. Inform team members of their individual responsibilities in regard to recording of stock.
	2.4. Maintain stock storage and movement ***records***, according to store policy.
	2.5. Record stock discrepancies and follow procedures according to store policy.
	2.6. Monitor stock performance and identify and ***report*** fast and slow selling items according to store policy.
3. Coordinate stocktake or cyclical count.	3.1. Interpret policy and procedures in regard to ***stocktaking*** and cyclical counts and explain to team members.
	3.2. ***Roster*** staff, according to allocated budget and time constraints.
	3.3. Allocate stocktaking tasks to individual team members.
	3.4. Provide team members with clear directions for the performance of each task.
	3.5. Allocate team members to ensure effective use of staff resources to complete task.
	3.6. Produce accurate reports on stocktake data, including discrepancies, for management.

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4. Identify stock losses.	4.1. Identify, record and assess losses against potential loss forecast on a regular basis. 4.2. Identify avoidable losses and establish reasons. 4.3. Recommend and implement possible solutions.
5. Process orders.	5.1. Process and raise orders for stock as requested, according to store policy and procedures. 5.2. Maintain ***ordering and recording system***. 5.3. Ensure availability of sample range, according to buying plan. 5.4. Order pricing materials as required. 5.5. Record negotiated purchase and supply agreements and file for retrieval.
6. Follow up orders.	6.1. Monitor delivery process to meet agreed deadlines. 6.2. Handle routine supply problems or refer to management as required by store policy. 6.3. Maintain ongoing liaison with buyers, store or departments, warehouse and ***suppliers*** to ensure continuity of supply. 6.4. Distribute stock, according to store or department allocation.

Required Skills and Knowledge

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

Required skills

- technical skills to:
  - use store stocktaking systems
  - use electronic recording equipment
- interpersonal skills to:
  - inform team members of their responsibilities and give instructions
  - explain policies and procedures to staff
  - allocate tasks and provide directions for performance of tasks
  - liaise with buyers, store and departments, warehouse and suppliers through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- management skills to coordinate stock takes
- negotiation skills to handle supply problems
- literacy and numeracy skills to:
  - prepare and present stock control reports and documentation

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- process orders
- maintain delivery and supply records
- maintain stock distribution records
- maintain stock ordering and recording systems

Required knowledge

- store policy and procedures in regard to:
  - stock control
  - store merchandising system
  - current and future stock levels
  - bar codes, labels and price tags
  - store stock recording system
  - stock replenishment and reorder procedures
  - inter- and intra-store and department transfers
  - reporting of stock discrepancies and damage
  - identifying and recording stock losses
  - identifying and recording discrepancies
  - existing suppliers
  - quality control procedures and requirements
  - receipt and dispatch of goods, including inspection for quality and quantity
- relevant licensing requirements for moving stock mechanically
- relevant legislation and statutory requirements
- relevant industry codes of practice
- relevant Work Health and Safety (WHS) legislation and codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently implements and monitors store policy and procedures regarding receipt, dispatch and secure storage of goods • regularly monitors staff implementation of store procedures and documentation in regard to receipt, dispatch and secure storage of goods • monitors stock levels, storage, movement and reorder cycles on a regular basis. • organises and coordinates stocktake according to store

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	policy and procedures • consistently raises and processes stock orders and maintains record system according to store policy and procedures • monitors delivery processes and distributes stock to ensure continuity of supply.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a retail work environment
	• relevant documentation, such as:
	  • store policy and procedures for receipt and dispatch of goods
	  • store procedures for stocktake
	  • WHS legislation and codes of practice
	  • industry codes of practice
	  • legislation and statutory requirements
	  • store merchandising and marketing policy and procedures
	  • inter- and intra-store and department transfer procedures
	  • store quality control procedures and requirements.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Appropriate staff may include:	• frontline staff • relevant managers

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	• supervisor • team leader • specialist staff.
Staff may include:	• full-time, part-time, casual or contract staff • people from a range of social, cultural and ethnic backgrounds • people with varying degrees of language and literacy levels.
Store policy and procedures in regard to:	• stock control • stock control system • recording procedures • procedures for investigating discrepancies • store merchandise and marketing • pricing, labelling and packaging requirements • quality control policy and procedures.
Handling and storage of goods may vary according to:	• stock characteristics • industry codes of practice.
Records may be:	• manual • digital.
Reports for management may include:	• financial reports • business documents • informal reports • stocktake reports.
Stocktaking may be:	• cyclical • compliance driven.
Roster may include:	• varying levels of staff training • staffing levels • routine or busy trading conditions • full-time, part-time or casual staff • range of staff responsibilities.
Ordering and recording system may be:	• manual • digital.
Suppliers may include:	• existing contacts • new contacts • local suppliers • overseas supplies.

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Unit Sector(s)

Cross-Sector

Competency field

Inventory

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SIRXINV005A Control inventory

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to control inventory in a retail environment. It involves managing receipt, dispatch and storage of merchandise, and managing stock control.

Application of the Unit

This unit applies to team members at a supervisory level who plan, coordinate and implement activities associated with the receipt, dispatch, storage and movement of merchandise. This includes observing maintenance procedures for storage areas and equipment, according to store policy and procedures and relevant legislation.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Manage receipt, dispatch and storage of merchandise.	1.1. Receive, dispatch and store merchandise according to ***store policy and procedures***. 1.2. Determine cost-effective and efficient methods for goods movement according to store policy. 1.3. Implement maintenance procedures for storage areas and ***equipment*** according to store policy.
2. Manage stock control.	2.1. Implement store policy and procedures in regard to ***stock control*** and inventories. 2.2. Establish and implement store procedures to monitor and control stock levels. 2.3. Maintain budgeted stock levels. 2.4. Establish and implement stocktaking procedures. 2.5. Establish and implement ***contingency plans*** in regard to stock delivery times. 2.6. Document and prepare accurate ***reports*** on stock inventories.

Required Skills and Knowledge

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

Required skills

- technical skills to use electronic recording equipment
- time management skills to maintain stock levels according to store policy and procedure requirements
- literacy and numeracy skills to:
  - maintain stock control reports and documentation
  - process orders
  - maintain delivery and supply records
  - maintain stock distribution records
  - maintain stock recording systems

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- analyse data
- prepare and present reports

Required knowledge

- store policy and procedures in regard to:
  - receipt of goods from suppliers
  - dispatch of goods
  - shrinkage prevention
  - waste controls
  - safety controls
  - secure storage in an appropriate environment
  - equipment used to move stock
- store systems and equipment for stock recording and control
- inventory control
- storage security
- licensing requirements for operating moving equipment (if applicable)
- relevant legislation and statutory requirements
- relevant industry codes of practice
- Work Health and Safety (WHS) legislation and codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans, coordinates and implements activities associated with receipt, dispatch, storage and movement of merchandise according to store policy and procedures, including OHS policies and guidelines
- implements maintenance procedures for storage areas and equipment according to store policy
- plans, coordinates and implements activities associated with stock control, including:
  - monitoring and controlling stock levels
  - establishing and maintaining stocktaking procedures
  - documenting and reporting on inventories according to store policy and procedures.

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Context of and specific resources for assessment	Assessment must ensure access to:
	• a retail work environment
	• relevant documentation, such as:
	  • store policy and procedures on inventory control
	  • legislation and statutory requirements
	  • industry codes of practice
	  • WHS legislation and codes of practice
	• access to:
	  • a stock control system
	  • stock control equipment
	  • a team.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	• receipt of goods from suppliers • dispatch of goods • shrinkage prevention • waste controls • safety controls • secure storage • stock control and inventories.
Equipment may include:	• electronic bar coding equipment • weighing machines • thermometers

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- climate control
- cold storage units
- storage fixtures
- trolley return equipment
- portable data entry
- cutting equipment
- protective clothing.

Stock control may include:

- stocktaking
- monitoring stock levels
- cyclical counts
- minimisation of out-of-date stock
- quality control.

Contingency plans may include:

- breakdowns
- delays
- floods
- breakages.

Reports may include:

- business documents
- informal reports
- stocktake reports.

Unit Sector(s)

Cross-Sector

Competency field

Inventory

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SIRXMER303 Coordinate merchandise presentation

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER002A Coordinate merchandise presentation.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply knowledge of store merchandising and pricing policy and standards to support and coordinate relevant frontline staff members and ensure that they arrange, present and label or price merchandise according to store requirements.

It also involves informing staff of store merchandise presentation requirements for sales, promotions and special events, and providing feedback to management in regard to improvement of store marketing and promotional activities.

Application of the Unit

This unit applies to frontline visual merchandisers who supervise sales and other staff implementing and maintaining displays according to store merchandising standards.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Instruct and coordinate staff.	1.1. Communicate and demonstrate store ***display standards and requirements*** to ***staff***. 1.2. Identify occurrence and timing of promotions and special events and inform staff. 1.3. Identify items to be advertised or promoted, according to store merchandising policy and inform staff. 1.4. Identify appropriate timing for dismantling and disposing of displays and inform staff.
2. Supervise construction and maintenance of presentations.	2.1. Plan and coordinate promotions and special events as directed by management. 2.2. Plan and supervise construction and maintenance of ***displays*** in order to achieve balance and visual impact. 2.3. Ensure product or service ***display information*** accurately depicts product or service being promoted. 2.4. Ensure displays are completed according to required time schedule, with minimum disruption to ***customer*** service and traffic flow. 2.5. Ensure displays are constructed and maintained in a safe and secure manner. 2.6. Regularly monitor replenishment of merchandise and rotation of stock on store displays and take action as required.
3. Implement merchandise pricing.	3.1. Implement store policy and procedures in regard to pricing and ticketing. 3.2. Identify current prices for products and services and amend according to store policy. 3.3. Inform team members of price changes and current pricing policies.
4. Review merchandise presentations.	4.1. Evaluate promotions or special events against sales turnover and store presentation standards. 4.2. Evaluate merchandise presentation against sales turnover and store presentation standards. 4.3. Provide management with feedback in regard to improvement of

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store marketing and promotional activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - give instructions
  - provide feedback to management through clear and direct communication
  - provide information to staff
  - share information
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- literacy and numeracy skills to:
  - prepare machine or manual labels and tickets
  - present and price merchandise
  - read and interpret store policies and procedures
- observation skills to assess display and presentation compliance with visual merchandising standards
- technology skills to operate and maintain electronic labelling and ticketing equipment
- team leadership skills to:
  - instruct and support staff
  - supervise staff activities

Required knowledge

- availability and use of materials
- correct storage procedures for labelling and ticketing equipment and materials
- load-bearing capacity of fixtures and display areas
- location of display areas
- manufacturer specifications for the use of electronic labelling and ticketing equipment
- occurrence and timing of store promotions, including advertising, catalogues and special offers
- pricing procedures, including GST requirements
- principles and techniques of interpersonal communication skills
- principles of display and design
- procedure for accessing information and implementing price changes
- relevant industry codes of practice relating to coordinating merchandise presentation
- relevant legislation and statutory requirements relating to coordinating merchandise presentation, including Australian Consumer Law

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- relevant work health and safety (WHS) legislation and codes of practice
- store policies and procedures in regard to:
  - efficient use of resources
  - merchandise range
  - merchandising, pricing and ticketing
  - minimum stock levels required
  - stock rotation and replenishment
  - storage of stock
- store promotional themes

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- implements and instructs staff regarding store display, merchandising, ticketing and pricing policies and procedures
- coordinates and monitors display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements
- identifies products to be advertised or promoted according to store merchandising policies
- coordinates construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner
- informs staff of pricing policies, promotions, special events, display standards and requirements, and timing for dismantling and disposing of displays
- evaluates and reports effectiveness of store merchandising and promotional activities to management and staff as required by store policies and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- pricing and ticketing equipment
- merchandise for display
- display materials and props
- relevant documentation, such as:
  - store policy and procedures manuals on merchandising
  - WHS requirements

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- manufacturer instructions and operation manuals on electronic ticketing equipment
- legislation and statutory requirements
- industry codes of practice
- a work team.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Display standards and requirements may include:	• maintaining existing displays • safety • setting up new displays • ticketing and display signage.
Staff may be:	• from a range of social, cultural and ethnic backgrounds • from within or outside own work team • full-time, part-time, casual or contract.
Displays may be located in a variety of areas, including:	• fixtures on floor • interior or exterior • permanent or temporary • publicly accessible areas • shelves • walls • windows.
Display information may include:	• discount information • price

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- product brand
- special guarantees
- product characteristics, such as:
  - size
  - weight capacity
  - materials.

Customers may include:

- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

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SIRXMER004A Manage merchandise and store presentation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to manage merchandise and store presentation.

Application of the Unit

Application of the unit This unit requires the team member to apply knowledge of store merchandising to plan and manage store advertising and promotions, manage store pricing policies and housekeeping. It includes interpretation of and compliance with store layout and visual merchandising policies, developing and implementing procedures to manage merchandise pricing, and managing all aspects of store housekeeping, including contingency procedures. This role applies to frontline retail managers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Manage store merchandising.	1.1 Ensure layout and presentation support market position and promote customer flow according to store ***visual merchandising policies and plans***.
	1.2 Develop and implement layout assessment checks.
	1.3 Define standards for visual presentations and displays and clearly communicate to all staff
	1.4 Consult floor staff to assess customer response to space allocations.
2 Plan and manage store advertising and promotions.	2.1 Manage and implement store policies and procedures, in regard to store ***promotional activities***.
	2.2 Organise activities in line with anticipated or researched customer requirements.
	2.3 Manage ***promotions*** in order to achieve maximum customer impact.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Negotiate arrangements with suppliers in regard to special promotional activities.
	2.5 Coordinate store activities to complement shopping centre or retail complex promotions.
	2.6 Develop and implement assessment checks to measure effectiveness of promotions, including layout, visual impact and customer response.
	2.7 Document and report on promotional activities.
3 Manage store pricing policies.	3.1 Maintain store pricing according to ***organisation pricing policies and procedures*** in regard to pricing.
	3.2 Maintain accurate information on pricing trends and changes and communicate to relevant staff.
	3.3 Develop and implement procedures for pricing according to store policies and ***legislative requirements***.
4 Manage housekeeping.	4.1 Develop and implement store policies and procedures in regard to ***store housekeeping and maintenance***.
	4.2 Develop and manage rosters or schedules, ensuring store housekeeping standards are monitored and maintained.
	4.3 Initiate ***contingency plan*** in the event of merchandise or store presentation problems.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

The following skills must be assessed as part of this unit:

- providing feedback on performance
- interpersonal communication skills to:
  - communicate store standards and expectations to staff
  - consult floor staff
  - negotiate arrangements with suppliers, through clear and direct communication
  - ask questions to identify and confirm requirements

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REQUIRED SKILLS AND KNOWLEDGE

- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- roster development
- report writing
- literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing rosters
  - preparing reports
  - documenting results

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
  - layout and presentation
  - advertising and promotions
  - pricing or marking down of goods, including risk assessment
  - housekeeping for premises, fittings, fixtures and equipment
  - store merchandise and service range
  - store merchandising plan
  - range and availability of new products and services
  - customer demand and market trends
  - product quality standards
- OHS legislation and codes of practice
- relevant legislation and statutory requirements
- relevant industry codes of practice
- pricing procedures, including GST requirements
- principles and techniques in:
  - visual merchandising
  - project management

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- collaboratively plans layout and presentation of merchandise according to store policies and procedures
- assesses effectiveness of layout and presentation according to sales targets or predetermined objectives
- collaboratively plans, coordinates and implements advertising and promotions activities according to store policies and procedures
- assesses and reports on effectiveness of advertising and promotions to staff and management according to store policies and procedures
- collaboratively plans, coordinates and implements pricing activities according to store policies and procedures
- collaboratively plans, coordinates and implements housekeeping activities according to store policies and procedures and OHS legislation, regulations and codes of practice.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - store merchandising plan
  - legislation and statutory requirements
  - OHS legislation, regulations and codes of practice
- a work team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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EVIDENCE GUIDE

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Visual merchandising policies and plans may include:	• target market • market research • store image • store layout and space availability • seasonal lines • pricing policy.
Promotional activities may involve:	• external and in-store activities • corporate or locally based activities • dealing with advertising agencies and consultants.
Promotions may include:	• advertising • catalogues • newspapers • posters • radio or TV • suppliers

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RANGE STATEMENT

	• internet • website.
Organisation pricing policies and procedures may include:	• marking down of slow moving stock • soiled or damaged goods • goods close to use-by date • end of season stock • pricing policies, including GST requirements.
Legislative requirements may include:	• Trade Practices and Fair Trading Acts • consumer law.
Store housekeeping and maintenance may include:	• store premises • fittings • fixtures • equipment.
Contingency plan may include:	• major spillages • flood, storm or cyclone • breakages • blackout • break-in.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Merchandising

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SIRXMGT001A Coordinate work teams

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate work teams in a retail environment. It involves monitoring and organising staffing levels, informing team members of expected standards of work, coaching and motivating the team and maintaining staffing records.

Application of the Unit

This unit applies to team leaders or managers who are responsible for the induction, rostering, coordination, coaching and motivation of work teams according to store policy and procedures and local statutory requirements. It requires strong interpersonal communication skills.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Monitor and organise staffing levels.	1.1. Maintain ***staffing levels*** and rosters in designated areas within budget and according to ***store policy and procedures*** and ***legislative requirements***. 1.2. Roster ***team*** according to anticipated sales peaks and ***statutory requirements***. 1.3. Inform team members of individual rosters according to store policy and procedures. 1.4. Take corrective action as needed, according to staff availability.
2. Inform team members.	2.1. Inform team of expected standards of ***work*** and behaviour required by store policy in a manner and at a level and pace appropriate to the individual. 2.2. Implement staff ***communication*** and motivation programs according to store policy. 2.3. Compare store targets to individual and team results. 2.4. Conduct staff meetings to address issues within area of authority according to store policy. 2.5. Perform ***staff induction*** into teams, according to store policy.
3. Coach on the job.	3.1. Identify opportunities to ***coach*** team members who are unfamiliar with specific ***procedures***. 3.2. Make team members aware of the work application of the competency or job being taught. 3.3. Use a systematic approach, including explanation and demonstration where appropriate. 3.4. Encourage trainees by positive ***comments and feedback***. 3.5. Design feedback during instruction to help trainees learn from their mistakes. 3.6. Encourage and guide trainees to evaluate their own performance and diagnose it for improvement. 3.7. ***Evaluate*** trainees' performance, according to store policy and procedures.
4. Motivate the team.	4.1. Identify strengths and weaknesses of team against current and anticipated work requirements.

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	4.2. Encourage individuals within the team to contribute to discussion and planning of team objectives and goals. 4.3. Update and review team objectives and goals on a regular basis in consultation with ***relevant personnel***. 4.4. Develop positive and constructive relationships with and between team members. 4.5. Treat all team members fairly, equally and with respect. 4.6. Accept responsibility for developing own competencies and identify realistic objectives.
5. Maintain staffing records.	5.1. Maintain ***staff records*** as required, according to store policy and relevant awards and agreements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- interpersonal skills to:
  - inform team members of rosters
  - conduct staff meetings
  - coach team members, including explaining and demonstrating
  - provide feedback and encouragement through clear and direct communication
  - ask questions to identify and confirm requirements
  - give instructions and provide constructive feedback
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- literacy skills to:
  - interpret workplace documents
  - report procedures

Required knowledge

- store policy and procedures in regard to:
  - workplace ethics
  - work teams
  - staffing rosters
  - personnel records
  - trainee assessment
  - supervising new apprentices
  - staff counselling and disciplinary procedures
  - work and overtime periods

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  - meetings
  - housekeeping
- store organisational structure
- rights and responsibilities of employers and employees in retail workplace
- award and agreement requirements, including employment classifications, such as full-time, part-time and casual
- forms of work in retail
- major changes affecting retail workplaces
- principles and techniques in interpersonal communication
- relevant legislation and statutory requirements, such as:
  - equal employment opportunity (EEO) legislation
  - anti-discrimination legislation
  - industry awards and agreements
- relevant Work Health and Safety (WHS) regulations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently and responsibly applies store policy and procedures and ethical behaviour in regard to the coordination of staff
- consistently applies store policies and procedures in regard to monitoring, organising, maintaining staffing levels, communicating with staff, mentoring, coaching and motivating staff
- consistently and responsibly applies store policy and procedures in regard to the induction of new staff.
- consistently and responsibly applies store policy and procedures in regard to maintaining staffing levels and coordinating work teams within budgetary constraints
- consistently applies state and local statutory requirements and regulations, including relevant industry awards and agreements
- consistently applies appropriate communication and interpersonal skills when motivating the team and informing staff of roles and responsibilities

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- reports suggestions for improvements in procedures to management.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - legislation and statutory requirements
  - awards and agreements
  - job descriptions and responsibilities
  - training programs
  - store policy and procedures manuals
  - rostering and recording systems
  - a work team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXMGT002A Maintain employee relations.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Staffing levels may vary according to:

- peak trading times
- special events
- promotion
- stocktakes
- refurbishment.

Store policy and procedures

- staffing requirements
- on the job training

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may relate to:	• maintaining staffing records • housekeeping.
Legislative requirements may include:	• WHS • equal opportunity • anti-discrimination • workplace relations • industry awards and agreements.
Team may include:	• full-time, part-time or casual staff • staff under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Statutory requirements may include:	• minimum and maximum hours of work • meal and other breaks • leave entitlements • remuneration scales • penalty rates • relevant industry awards and agreements.
Work may include:	• selling • merchandising • housekeeping • rostering • maintaining equipment • stocktaking.
Communication with team may be:	• face-to-face • written • in languages other than English, Indigenous languages or visual languages, such as sign language • individually or in groups.
Staff induction may include:	• formal training program • one-to-one coaching.
Coaching may be done:	• frequently or infrequently • formally or informally.
Procedures may relate to:	• modes of communication • contact with customers

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	• job descriptions and responsibilities • interaction with other team members • interaction with supervision and management • WHS.
Techniques for providing ***comments and feedback*** may include:	• using appropriate, open and inclusive language • speaking clearly and concisely • using languages other than English, including Indigenous languages and visual languages, such as sign language • non-verbal communication.
Methods of ***evaluation*** may include:	• observation • third-party reports • customer feedback • questioning.
Relevant personnel may include:	• team members • supervisors • managers.
Staff records:	• systems may be: • manual • electronic • may relate to: • attendance • leave entitlements • training • discipline.

Unit Sector(s)

Cross-Sector

Competency field

Management and Leadership

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SIRXRSK001A Minimise theft

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to minimise theft in a retail environment. It involves applying routine store security, taking appropriate action to minimise theft and maintaining security of cash, registers or terminals and keys.

Application of the Unit

Application of the unit This unit applies to frontline service personnel. It requires the team member to apply store policy and procedures and industry codes of practice in regard to store security and theft prevention, reporting theft or suspicious behaviour to relevant personnel and monitoring stock, work areas, customers and staff to minimise opportunities for theft.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply routine store security.	1.1 Apply store ***security systems and procedures*** according to store policy. 1.2 Handle and secure cash according to ***store policy and procedures***. 1.3 Observe and deal with suspect behaviour by ***customers*** according to store policy and ***legislative requirements***. 1.4 Deal with internal and external theft according to store policy and legislative requirements. 1.5 Store products and equipment in a secure manner.
2 Minimise theft.	2.1 Take appropriate action to minimise theft by applying store procedures and legislative requirements. 2.2 Match merchandise to correct price tags. 2.3 Maintain surveillance of merchandise according to store policy and ***legislative requirements***.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Check customers' bags as required at point of sale according to store policy and legislative requirements.
	2.5 Maintain security of cash, cash register and keys according to store policy.
	2.6 Maintain security of stock, cash and equipment in regard to customers, ***staff*** and outside contractors according to store policy and legislative requirements.
	2.7 Deal with suspected or potential thieves according to store policy and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

The following skills must be assessed as part of this unit:

- literacy and numeracy skills in:
  - recording of stolen items
  - reporting of theft.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - security
  - checking customers' bags and purchases
  - reporting problems and faults
- relevant legislation and statutory requirements, particularly in regard to checking customers' bags and purchases
- Trade Practices and Fair Trading Acts
- store merchandising system
- security procedures relating to cash and non-cash transactions
- location and operation of store security equipment
- reporting procedures for internal and external theft or suspicious circumstances.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures and legislative requirements, including industry codes of practice in regard to store security and theft prevention in a range of contexts and situations
- consistently applies store policy and procedures in regard to following security procedures and for reporting theft or suspicious behaviour to relevant personnel
- monitors stock, work area, customers and staff to minimise opportunities for theft.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - legislation and statutory regulations
  - industry codes of practice
  - Trade Practices and Fair Trading Acts
- relevant security equipment
- point-of-sale equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a simulated work environment
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party

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EVIDENCE GUIDE

workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXCCS002A Interact with customers
- SIRXINV001A Perform stock control procedures
- SIRXFIN001A Balance point-of-sale terminal.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Security systems and procedures may deal with:

- customers
- staff
- keys
- visitors, sales representatives, contractors and vendors
- stock
- records
- cash, credit cards
- equipment, including:

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RANGE STATEMENT

- alarm systems
- video surveillance
- mirrors
- security tags

- locked and secure areas
- premises
- armed hold-up.

Store policy and procedures may relate to:

- security
- surveillance of merchandise
- reporting problems and faults.

Customers may include:

- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Legislative requirements may include:

- privacy and confidentiality laws
- Trade Practices and Fair Trading Acts
- consumer law
- awards and agreements
- property offences
- credit laws
- reporting procedures
- criminal law.

Staff may include:

- management
- other staff members
- full-time, part-time and casual staff
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Risk Management and Security

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SIRXRSK002A Maintain store security

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain store security in a retail environment. It involves implementing store policy and procedures to ensure store security, informing team members and providing ongoing supervision and training to facilitate awareness and detection of theft.

Application of the Unit

This unit applies to team leaders and supervisors who interpret, apply and monitor security procedures according to store policy, industry codes of practice, relevant legislation and statutory requirements. A person undertaking this role maintains frontline security as well as reporting security concerns and providing ongoing supervision and training for staff on security procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Monitor and maintain store security.	1.1. Implement ***store policy and procedures*** to ensure store security is maintained. 1.2. Monitor and review ***security procedures***, according to store policy and ***legislative requirements***. 1.3. Implement procedures to minimise theft of easily stolen merchandise. 1.4. Maintain security of cash, cash register and keys according to store policy. 1.5. Implement store procedures in regard to ***transactions***. 1.6. Inform ***team members*** of store policy and procedures in regard to security. 1.7. Provide team members with ***feedback*** in regard to implementation or non implementation of store security procedures. 1.8. Provide staff with ongoing supervision and ***training*** to facilitate awareness and detection of theft. 1.9. ***Report*** matters likely to affect store security, according to store policy.
2. Facilitate awareness and detection of theft.	2.1. Inform ***team members*** of store policy and procedures in regard to security. 2.2. Provide team members with ***feedback*** in regard to implementation or non implementation of store security procedures. 2.3. Provide staff with ongoing supervision and ***training*** to facilitate awareness and detection of theft.

Required Skills and Knowledge

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

Required skills

- interpersonal skills to:
  - provide information, feedback and training to staff

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  - report relevant matters through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - give instructions
  - use and interpret non-verbal communication
  - provide team leadership
- literacy skills to:
  - interpreting and applying Work Health and Safety (WHS) documents
  - reporting procedures
  - analytical skills to evaluate performance analysis

Required knowledge

- store policy and procedures in regard to:
  - security
  - cash and non-cash transactions
  - external or internal theft
  - suspicious circumstances
  - armed robbery
  - staff security training
  - procedures for opening and closing premises
- relevant legislation and statutory regulations, particularly in relation to checking of customers' bags and purchases
- types of store alarm and security systems used in the retail industry

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to store security • accurately applies relevant legislation and statutory regulations particularly in regard to checking of customers' bags and purchases • interprets, applies and monitors security procedures in regard to: • cash handling, and cash and non-cash transactions

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- internal or external theft or suspicious circumstances
- armed robbery
- opening and closing premises
- implements store policy and procedures in regard to:
  - reporting on matters related to store security
  - staff security supervision and training.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - store policy and procedures in regard to security
  - legislation and statutory requirements
  - WHS legislation
- relevant equipment such as:
  - alarm systems
  - point-of-sale equipment
  - communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- third-party reports from a supervisor
- observation of performance in the workplace
- a role play
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXOHS002A Maintain store safety.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the

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performance criteria is detailed below.

Store policy and procedures in regard to:	• security • checking bags • cash and non-cash transactions • surveillance of merchandise • reporting problems and faults.
Security procedures may deal with:	• customers • staff or staff property • visitors, sales representatives, contractors and vendors • stock • records • cash and cash movement • equipment • premises • opening and closing of premises • theft • armed robbery • events likely to endanger customers or staff.
Legislative requirements may include:	• privacy or confidentiality laws • Trade Practices and Fair Trading Acts • consumer law • awards or agreements • property offences • credit laws • reporting procedures • criminal law.
Transactions may include:	• cash • EFTPOS • cheques • credit cards or store cards • smart cards • lay-by • returns • exchanges • gift vouchers.
Team members may include:	• small work teams • store team • corporate team

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	• full-time, part-time, casual or contract staff • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Feedback may be given:	• verbally • in writing • in groups • individually.
Training may include:	• mentoring or coaching • off-the-job training • on-the-job training.
Report may be:	• verbal • written • formal • informal.

Unit Sector(s)

Cross-Sector

Competency field

Risk Management and Security

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SIRXRSK404 Control store security

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXRSK004A Control store security.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to control store security according to organisational policy and relevant legislation.

It involves developing and implementing security procedures for the prevention of theft, ensuring the safety of all personnel in the event of a robbery, and monitoring all security procedures.

Application of the Unit

This unit applies to team members responsible for facilitating the detection and prevention of theft and stock loss and the safety and security of staff and customers in the event of robbery.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop store security procedures.	1.1. Consider store requirements and identify ***security procedures*** required to maximise safety of staff, customers and assets. 1.2. Develop procedures to facilitate the detection and prevention of internal or external theft according to ***organisational policy and procedures***. 1.3. Develop procedures to ensure maximum safety and security of ***staff*** and customers in the event of robbery. 1.4. Develop procedures for opening and closing premises and cash registers, cash security and ***non cash transactions***. 1.5. Finalise, document and process security procedures according to organisational policy.
2. Implement and monitor store security procedures.	2.1. ***Communicate security procedures*** to staff according to organisational policy and procedures. 2.2. Implement and monitor security procedures to facilitate the detection and prevention of internal or external theft according to organisational policy and procedures. 2.3. Implement and monitor procedures to ensure maximum safety and security of staff and customers in the event of robbery. 2.4. Develop and implement procedures for opening and closing premises and cash registers, cash security and non cash transactions. 2.5. Monitor and maintain implementation of security procedures.
3. Minimise stock loss and dissipation.	3.1. Measure and analyse existing, and extrapolate potential, stock loss or dissipation through theft. 3.2. Report on stock loss or dissipation through theft, its ***impact on business operations*** and possible solutions. 3.3. Establish and implement ***stock control procedures*** to monitor, control and minimise stock loss through theft.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - converse clearly and directly with staff
  - use and interpret non-verbal communication
- literacy and numeracy skills to:
  - access and interpret store policy documents
  - calculate the cost of stock loss
  - document security procedures
  - handle cash
  - maintain records
- research and analysis skills to:
  - analyse stock control data
  - develop procedures
- problem-solving skills to establish and implement stock control procedures

Required knowledge

- organisational policy and procedures that relate to the development of store procedures for:
  - security
  - detection and apprehension of thieves
  - non-cash transactions
  - cash handling
  - stock control
- principles and techniques for:
  - detecting and preventing theft
  - ensuring safety of personnel in the event of robbery
- relevant codes of practice, legislation and statutory requirements, including:
  - industry codes of practice
  - retail case law or common law
  - state laws relating to property offences
  - work health and safety (WHS) legislation

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- develops and implements security procedures to facilitate the detection and prevention of theft
- develops and implements procedures to ensure safety and security of internal and external clients in the event of robbery
- calculates, analyses and reports on the cost and potential impact of identified loss and dissipation on:
  - buying
  - ordering patterns
  - planning
  - budgeting
- develops and implements procedures for:
  - opening and closing premises
  - cash security
  - non-cash transactions
  - stock control to minimise loss and dissipation
- communicates procedures to staff and monitors implementation.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - store policy and procedures on:
    - security
    - cash handling and non-cash transactions
    - stock control, including buying, ordering, planning and budgeting
  - relevant legislation and statutory requirements
  - industry codes of practice
  - WHS legislation and codes of practice
- a team
- a range of security equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- observation of performance in the workplace
- role play
- case studies
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Security procedures may relate to:

- armed robbery
- cash and cash movement
- customers
- equipment
- events likely to endanger customers or staff
- opening and closing of premises
- premises
- records
- staff and staff property
- stock
- theft
- visitors, sales representatives and contractors.

Organisational policy and procedures in regard to:

- cash handling
- non-cash transactions
- security
- stocktaking.

Staff may include:

- full-time, part-time, casual or contract staff
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions
- people with varying degrees of language and literacy
- small work teams

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	• store team.
Non-cash transactions may include:	• cheques • customer refunds • EFTPOS and credit cards • gift vouchers.
Techniques used to ***communicate security procedures*** may include:	• mentoring and coaching • on-the-job or off-the-job training • posters and pamphlets • simulated events.
Impact on business operations may include:	• budgeting • buying • ordering patterns • planning.
Stock control procedures may include:	• minimising out-of-date stock • minimising theft • monitoring stock levels • quality control • stocktaking and cyclical counts.

Unit Sector(s)

Cross-Sector

Competency Field

Risk Management and Security

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SIRXSLS201 Sell products and services

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSLS001A Sell products and services.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment.

It involves the use of sales techniques and encompasses key selling skills, from approaching the customer to closing the sale.

It requires a basic level of product knowledge and the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales.

Personal evaluation is used to maximise sales, according to industry codes of practice, relevant legislation and store policy.

Application of the Unit

This unit applies to frontline sales personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop and apply product knowledge.	1.1. Develop ***product knowledge*** by accessing ***relevant sources of information*** and confirm with relevant staff. 1.2. Apply knowledge of the use and application of relevant products and services in interactions with customers according to store policy and ***legislative requirements***. 1.3. Identify gaps in product knowledge and resolve by accessing relevant sources of information.
2. Approach customer.	2.1. Identify ***customers*** by name where possible. 2.2. Develop knowledge of customer buying behaviour by accessing relevant sources of information. 2.3. Determine and apply appropriate timing of customer approach according to store policy and customer behaviour. 2.4. Initiate customer contact according to store policy. 2.5. Convey a positive impression to encourage customer interest according to store policy.
3. Gather and respond to information.	3.1. Apply questioning techniques and listening skills to determine customer buying motives and requirements. 3.2. Interpret and clarify non verbal communication cues. 3.3. Direct customer to specific merchandise according to customer requirements and store policy.
4. Sell benefits.	4.1. Match customer needs to appropriate products and services. 4.2. Communicate knowledge of product features and benefits clearly to customers. 4.3. Describe product use and safety requirements to customers. 4.4. Refer customers to appropriate product specialist as required. 4.5. Answer ***routine customer questions*** about merchandise accurately and honestly or refer to senior sales staff.

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5. Overcome objections.	5.1. Identify and acknowledge customer objections according to store policy. 5.2. Categorise objections into price, time and merchandise characteristics and consider solutions. 5.3. Offer solutions to customer objections according to store policy. 5.4. Apply ***problem solving*** within personal scope of responsibilities to overcome customer objections or refer to senior staff.
6. Close sale.	6.1. Monitor, identify and respond appropriately to customer buying signals. 6.2. Encourage customer to make purchase decisions. 6.3. Select and apply appropriate method of closing sale.
7. Maximise sales opportunities.	7.1. Recognise and apply opportunities for making additional ***sales*** according to store policy. 7.2. Advise customer of complementary products or services according to customer's identified need. 7.3. Review personal sales outcomes and consider strategies to maximise future sales in consultation with relevant staff.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Re**quired skills**

- communication and interpersonal skills to:
  - handle difficult customers
  - verbal and non-verbal communication skills to:
    - question, listen and observe
    - overcome objections and close sale
- literacy and numeracy skills to:
  - handle payments for goods
  - read product information
  - read store policies and procedures
  - record information
  - weigh and measure goods
- selling skills to use a range of selling techniques

Required knowledge

- customer types and needs, including:
  - customer behaviour and cues

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  - customer buying motives
  - demographics, lifestyle and income
  - individual and cultural differences
  - types of customer needs, such as:
    - functional
    - psychological
- relevant industry codes of practice, legislation and statutory requirements relating to the sale of products and services
- selling techniques, including:
  - add-ons and complementary sales
  - closing techniques
  - opening techniques
  - overcoming customer objections
  - recognising buying signals
  - using strategies to focus customer on specific merchandise
- specific product knowledge for area or section
- store merchandise and service range
- store policies and procedures in regard to:
  - allocated duties and responsibilities
  - selling products and services and sales performance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales
- uses questioning, listening and observation skills to determine customer requirements
- applies store policies and procedures in regard to selling products and services
- maximises sales opportunities according to store policies and procedures
- applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- evaluates personal sales performance to maximise future

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sales.

Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated retail work environment • relevant documentation, such as policy and procedures manuals • a range of customers with different requirements • a range of merchandise and products appropriate to the retail workplace • product labels and sources of product information.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate in the workplace • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Product knowledge may include:	• features and benefits • handling and storage requirements • price • safety features • stock availability • use-by dates • warranties.
Relevant sources of information may include:	• demonstrations • internet • labels • product profiles

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	• staff members • store or supplier product manuals • store tours • videos.
Legislative requirements may include:	• industry codes of practice • liquor laws • lottery legislation • work health and safety (WHS) • sale of second-hand goods • sale of X and R-rated products • tobacco laws • Australian consumer law and fair trading Acts • trading hours • transport, storage and handling of goods.
Customers may include:	• customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
Routine customer questions may relate to:	• availability • features and benefits • price and price reductions • quality.
Problem solving may be affected by:	• resource implications • store policies and procedures.
Sales transactions may be completed:	• face-to-face • online • over the telephone.

Unit Sector(s)

Cross-Sector

Competency Field

Sales

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SIRXSLS002A Advise on products and services

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Application of the Unit

This unit applies to team member who develop, maintain and convey detailed and specialised product knowledge to customers and other staff in accordance with store policy and relevant legislation. Specialist sales personnel undertake this function.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop product and service knowledge.	1.1. Develop and maintain ***product knowledge*** according to ***store policy*** and ***legislative requirements***. 1.2. Convey product knowledge to other ***staff*** as required. 1.3. Research and apply comparisons between products and services. 1.4. Demonstrate knowledge of competitors' product and service range and ***pricing structure.***
2. Recommend specialised products or services.	2.1. Evaluate merchandise according to ***customer requirements***. 2.2. Demonstrate features and benefits of products and services to ***custome***r to create a buying environment. 2.3. Apply detailed specialised knowledge of product to provide accurate advice to customers.

Required Skills and Knowledge

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

Required skills

- interpersonal skills to:
  - convey product knowledge to staff
  - apply knowledge to provide advice to customers
  - handle difficult customers through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- literacy skills in regard to:
  - use a range of communication and electronic equipment
  - access relevant product and service information
  - interpret product information
  - interpret store policies and procedures

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  - record information
- numeracy skills to:
  - estimate and calculate costs relevant to pricing products

Required knowledge

- specialised product knowledge, including:
  - warranties
  - benefits and features
  - shelf life and use-by date
  - storage requirements
  - ingredients or materials contained in product
  - product and ingredient origins
  - care and handling of products
  - corresponding or complementary products and services
  - stock availability
- store and industry manuals and documentation
- stock and merchandise range
- service range
- store policies and procedures including:
  - procedures for taking orders
  - pricing procedures, including GST requirements
- relevant legislation and statutory requirements and industry code of practice relating to the retail industry

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services • develops, maintains and conveys product knowledge to customers and other staff • applies detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.
Context of and specific	Assessment must ensure access to:

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resources for assessment	• a retail work environment
	• a range of stock and merchandise
	• relevant documentation, such as:
	  • price lists
	  • policy and procedures manuals
	• a range of customers with different requirements
	• a range of communication equipment.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate in the workplace • third-party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:	• brand options • product features and benefits • warranties • safety features • use-by dates • handling and storage requirements • stock availability • price.
Product knowledge may be developed and maintained by:	• accessing the internet • attending product launches • attending product seminars • discussions with staff • accessing product information booklets and

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	pamphlets.
Store policy and procedures in regard to:	• interaction with customers • selling products and services.
Legislative requirements may include:	• Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • WHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods.
Staff may include:	• full-time, part-time or casual • under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Customer requirements may include:	• specific brand • sizing • quality • quantity • price range • usage.
Customers may include:	• new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Pricing structure may include:	• sales reductions • pricing procedures, including GST requirements • mark-downs.

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Unit Sector(s)

Cross-Sector

Competency field

Sales

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SIRXWHS302 Maintain store safety

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXOHS002A Maintain store safety.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain store safety in a retail environment.

It involves informing and involving team members with regard to work health and safety (WHS), monitoring and maintaining a safe work environment, implementing emergency procedures, identifying the need for WHS training, and maintaining WHS records. It is based on the National Occupational Health and Safety Commission (NOHSC) guidelines.

Application of the Unit

This unit applies to store managers and team leaders.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Inform team members about WHS matters.	1.1. Clearly and accurately explain store policy and procedures in regard to WHS and ***emergency procedures*** to ***team members***. 1.2. Ensure access for team members to store ***WHS policy and procedures***. 1.3. Clearly and accurately explain relevant provisions of WHS legislation and codes of practice to team members. 1.4. Regularly provide clear and accurate information on identified ***hazards*** and risk control procedures to team members. 1.5. Model the implementation of WHS and emergency procedures to reinforce information.
2. Involve team members in WHS matters.	2.1. Provide ***opportunities and processes for team members to consult and contribute*** on WHS issues according to store policy. 2.2. Promptly resolve issues raised or refer to relevant personnel according to store policy. 2.3. Promptly convey outcomes of issues raised on WHS matters to team members.
3. Monitor and maintain a safe work environment.	3.1. Implement store policy and procedures with regard to identifying, preventing and reporting potential hazards. 3.2. Take prompt action to deal with hazardous events according to store policy. 3.3. Investigate unsafe or hazardous events, identify cause, and report inadequacies in risk control measures or ***resource allocation*** for risk control to ***relevant personnel***. 3.4. Implement and monitor control measures to prevent recurrence and minimise risks of unsafe and hazardous events according to store policy and ***hierarchy of control***. 3.5. Handle and store ***hazardous goods*** according to store policy and WHS regulations. 3.6. Maintain ***equipment*** according to store policy and WHS regulations. 3.7. Monitor team performance to ensure use of ***safe manual handling techniques***.

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	3.8. Implement ***store emergency policy and procedures*** promptly in the event of an emergency.
4. Identify need for WHS training.	4.1. Identify WHS training needs, specifying gaps between WHS competencies required and those held by team members. 4.2. Organise and arrange ***training*** according to store policy.
5. Maintain WHS records.	5.1. Complete and maintain WHS ***records*** regarding occupational injury and disease according to store policy and ***legislative requirements***. 5.2. Use information from records to identify hazards and monitor risk control procedures according to store policy.

Required Skills and Knowledge

this section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - provide information, coaching and feedback to team members
  - involve team members
  - refer issues to appropriate personnel through clear and direct communication
  - motivate and lead a team
  - use and interpret non-verbal communication
- literacy and numeracy skills to:
  - generate reports
  - interpret and apply WHS regulations
  - interpret symbols used for WHS signage
  - read store policy and procedures
- technical skills to:
  - identify broken or damaged equipment
  - identify hazardous goods and substances
  - locate and use safety alarms, fire extinguishers and emergency exits

Required knowledge

- hierarchy of risk control:
  - elimination of hazards
  - engineering controls to reduce risk
  - administrative controls
  - use of personal protective equipment

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- job role and responsibilities
- location of nearest first aid assistant or facility
- manual handling and safe lifting techniques
- possible fire and safety hazards
- principles and techniques in interpersonal communication
- relevant WHS legislation and codes of practice
- sickness and accident procedures
- store policies and procedures in regard to:
  - manual handling
  - WHS emergency procedures
  - unsafe or hazardous goods
  - handling and storage
  - disposal
  - bomb threat procedures
  - store evacuation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies and monitors store policy, industry codes of practice, relevant legislation and statutory requirements in regard to WHS and emergency procedures
- applies and monitors safe work practices in the handling and moving of stock, according to WHS legislation and codes of practice
- interprets and monitors the implementation of manufacturer instructions with regard to handling stock and using relevant equipment
- applies and monitors safe work practices in the handling, storage and disposal of unsafe or hazardous materials
- identifies WHS training needs and maintains WHS records.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant equipment, such as:
  - stock moving equipment
  - alarm systems

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- first aid equipment
- firefighting equipment
- communication equipment

- relevant documentation, such as:
  - WHS legislation
  - store evacuation procedures
  - store policy and procedures manuals
  - incident reporting forms.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXRSK002A Maintain store security.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Emergency procedures may relate to:

- accidents
- bomb threats
- cyclones
- dealing with dangerous customers
- fire
- flooding
- product recall and contamination
- sickness
- store evacuation involving staff or customers.

Team members may include:

- full-time, part-time, casual or contract
- new or existing staff

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	• people from a range of cultural, social and ethnic backgrounds • people with varying levels of language and literacy.
WHS policy and procedures may relate to:	• basic safety procedures • customers • dangerous goods • emergency procedures • equipment and tools • issue-resolution procedures • premises • reporting procedures • safe manual handling and lifting • staff • stock.
Hazards may include:	• broken or damaged equipment • chemical spills • damaged packing material or containers • electricity and water • fires • manual handling • sharp cutting tools and instruments • stress • unguarded equipment.
Opportunities and processes for team members to consult and contribute may include:	• identification of health and safety representatives • WHS meetings • staff meetings • suggestions from staff for improving existing tasks and procedures.
Resource allocation may include:	• equipment and technology • finances • materials • people • time.
Relevant personnel may include:	• manager • safety representative • supervisor • team leader.
Hierarchy of control may include:	• appropriate use of personal protective clothing and equipment • eliminating hazards • isolating hazards • substitution • using administrative controls • using engineering controls.

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Hazardous goods may include:	• chemicals • electrical equipment • flammable goods • waste.
Equipment may include:	• computers • EFTPOS terminals • equipment for carrying or moving merchandise • equipment for storage of merchandise, including refrigerators • point of sale terminals • printers • security tag systems • thermometers • trolley return equipment • weighing machines • wrapping and packing equipment, such as shrink wrapping.
Safe manual handling techniques may include:	• job procedures • lifting or shifting practices • using equipment, such as ladders and trolleys.
Store emergency policy and procedures may relate to:	• alarm systems and procedures • events likely to endanger staff, contractors, customers or visitors • firefighting procedures • medical attention procedures • product recall and contamination • store evacuation procedures for staff and customers • transport arrangements for sick or injured persons.
Training may include:	• emergency procedures • evacuation procedures • first aid • manual handling techniques • reporting procedures • stress management.
Records may include:	• centralised • departmental • electronic • manual.
Legislative requirements may include:	• federal, state or territory and local legislation • WHS regulations • privacy legislation • workers' compensation regulations.

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Unit Sector(s)

Cross-Sector

Competency Field

Work Health and Safety

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SITHACS101 Clean premises and equipment

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITHACS006B Clean premises and equipment. Minor adjustments to expression of content to streamline and improve unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to carry out general cleaning duties. It requires the ability to set up cleaning equipment and to safely clean premises and equipment using resources efficiently to reduce negative environmental impacts.

Application of the Unit

This unit applies to people responsible for general cleaning duties in any industry context. They work under supervision and usually as part of a team.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Select and set up equipment and materials.	1.1 Select ***equipment*** for cleaning task. 1.2 Check that equipment is clean and in safe working condition prior to use. 1.3 Select and prepare suitable wet and dry ***cleaning agents*** according to manufacturer instructions, ***work health and safety and environmental requirements***. 1.4 Select and use ***protective clothing*** where necessary.
2. Clean wet and dry areas and associated equipment.	2.1 Take account of potential customer inconvenience in scheduling and performing cleaning tasks. 2.2 Prepare ***wet and dry areas*** to be cleaned and identify ***hazards***. 2.3 Barricade work areas or place warning signs as required reducing risks to others. 2.4 Select and apply correct cleaning agents or chemicals for specific areas, surfaces and equipment, according to manufacturer recommendations, safety and organisational procedures. 2.5 Avoid ***unhygienic personal contact*** with food or ***food contact surfaces***. 2.6 Avoid ***unhygienic cleaning practices*** that may cause food-borne illnesses. 2.7 Use equipment correctly and safely. 2.8 Reduce negative environmental impacts through efficient use of energy, water and other resources. 2.9 Safely dispose of all waste and hazardous substances.
3. Maintain and store cleaning equipment and chemicals.	3.1 Clean equipment after use according to organisational requirements and manufacturer instructions. 3.2 Carry out or arrange ***routine maintenance***. 3.3 Identify and report equipment faults. 3.4 Store equipment in designated area in a condition ready for re use. 3.5 Store chemicals according to health and safety requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to interpret product labels and product safety instructions
- numeracy skills to calculate dilution requirements of cleaning products
- planning and organising skills to complete the cleaning process in a logical and efficient way
- problem-solving skills to identify and resolve routine cleaning problems.

Required knowledge

- cleaning chemicals, equipment and procedures for wet and dry surfaces and materials:
  - wet:
    - toilets
    - basins
    - walls
  - dry:
    - carpet
    - laminate
    - soft furnishings
    - woodwork
- role and use of Material Safety Data Sheets (MSDS)
- safe manual handling techniques:
  - carrying
  - lifting
  - pulling
  - pushing
- safe handling requirements for hazardous cleaning products, including disposal
- hygiene procedures and requirements:
  - hygiene responsibilities of cleaning staff
  - hygiene hazards for cleaning, including potential food contamination and transmission of airborne illnesses
  - cleaning practices that minimise hygiene risks
- ways of minimising negative environmental impacts in the cleaning process:
  - resource conservation – energy and water
  - waste disposal
  - typical procedures and standards for presentation of premises.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • select and safely use cleaning agents and equipment on wet and dry areas • complete cleaning tasks to required standards within commercially-realistic timeframes • use hygienic cleaning practices • integrate knowledge of cleaning products, cleaning techniques, waste disposal and ways of • conserving resources in the cleaning process.
Context of and specific resources for assessment	Assessment must ensure use of: • wet and dry areas to be cleaned, that include a range of different hard and soft surfaces • electrical and manual cleaning equipment • cleaning agents for multiple hard and soft surfaces • protective clothing and other safety equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of cleaning and maintenance activities • inspection of areas cleaned by the individual • oral or written questioning to assess knowledge of cleaning and maintenance procedures, • materials, equipment and hazardous substances and efficient resource use • review of portfolios of evidence and third-party workplace reports of on-the-job performance • by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITHACS202 Prepare rooms for guests.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Equipment may include:

- electrically operated equipment:
  - polishers
  - scrubbers
  - vacuum cleaners
- garbage receptacles
- manual equipment:
  - brushes
  - buckets
  - dusters
  - mops and cloths.

Cleaning agents may include:

- agents for specialised surfaces:
  - glass
  - wood
- deodorisers
- disinfectants
- spot cleaning agents
- pesticides.

Work health and safety and environmental requirements may include:

- hazardous substances and storage requirements
- MSDS
- safe manual handling techniques.

Protective clothing may include:

- aprons
- breathing apparatus
- gloves
- goggles and masks
- headwear
- jackets
- overalls
- waterproof clothing and footwear.

Wet and dry areas may include:

- balconies
- bathrooms
- bedrooms

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- function rooms
- kitchens
- private lounge areas
- public areas
- storage areas.

Hazards may include:

- breakages
- heated utensils and surfaces
- human material or waste
- sharp items:
  - knives
  - needles and syringes
- surgical dressings
- wet or slippery surfaces.

Unhygienic personal contact may include:

- transferring micro-organisms by:
  - blowing nose
  - coughing
  - drinking
  - eating
  - scratching skin and hair
  - sneezing
  - spitting
  - touching wounds
- transmitting tobacco products by smoking.

Food contact surfaces may include:

- chopping boards
- containers
- cooking utensils
- crockery
- cutlery
- glassware
- pots and pans
- sinks
- workbenches.

Unhygienic cleaning practices may include:

- cleaning food contact surfaces with linen that may be contaminated with human waste:
  - blood
  - body secretions
  - faeces
- using dirty:
  - cleaning cloths
  - tea towels
  - spreading bacteria from bathroom or

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bedroom areas to mini-bar or kitchen areas.

Routine maintenance may include:

- dismantling and reassembling
- drying out
- emptying
- sanitising
- washing and rinsing
- wiping down and cleaning.

Unit Sector(s)

Hospitality

Competency Field

Accommodation Services

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SITHCCC003B Receive and store kitchen supplies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to receive and store supplies in commercial cookery or catering operations. It focuses on the general stock handling procedures required for food and kitchen-related goods.

Supplies refer to all perishable and non-perishable goods received from both internal and external suppliers and maintained within a stock control system.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit applies to all hospitality and catering enterprises where kitchen supplies are received and stored, such as restaurants, hotels, clubs, cafeterias and other catering operations. Those undertaking this role would work under supervision and would usually be part of a team.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units This unit must be assessed after the following prerequisite unit:

SITXOHS002A Follow workplace hygiene procedures.

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Take delivery of supplies.	1.1 Check all incoming ***supplies*** against specifications, orders and delivery documentation taking into account quantity, size, weight, quality and freshness, according to enterprise procedures and regulatory requirements.
	1.2 Identify and record information about the supplier, any ***temperature checks*** undertaken, any ***variations and discrepancies*** and report them to the appropriate person.
	1.3 Inspect supplied items for damage, quality, use-by dates, breakages or discrepancies and record details

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ELEMENT	PERFORMANCE CRITERIA
	according to enterprise policy and ***regulatory requirements***.
	1.4 Manage excess stock appropriately, according to enterprise policy.
2 Store supplies.	2.1 Transport supplies to appropriate storage area promptly, ensuring that stock is protected from loss, contamination, spoilage, temperature abuse and pests according to OHS and food safety procedures.
	2.2 Store supplies in appropriate ***storage*** area, ensuring compliance with enterprise procedures, food safety program, and regulatory requirements for temperature, ventilation and sanitation.
	2.3 Record supply levels accurately and promptly according to enterprise procedures and regulatory requirements.
	2.4 Label supplies according to enterprise procedures.
3 Rotate and maintain supplies.	3.1 Rotate supplies according to enterprise policy.
	3.2 Move and shift supplies according to safety and hygiene requirements.
	3.3 Check the quality of supplies and complete reports as required.
	3.4 Dispose of damaged or spoiled supplies according to enterprise and regulatory requirements.
	3.5 Safely dispose of all excess or spoilt stock and waste, especially hazardous substances, to minimise negative environmental impacts.
	3.6 Identify and report any problems promptly.
	3.7 Maintain storage areas in optimum condition, ensuring that they are clean, at required temperature, free from vermin or infestation and free from defects.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

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

The following skills must be assessed as part of this unit:

- ability to use a thermometer correctly to undertake temperature checks using a thermometer for a range of foods at different temperatures
- logical and time-efficient work flow
- safe work practices, particularly in relation to lifting and handling, and stacking and transporting goods
- waste minimisation techniques and environmental considerations in relation to receipt and storage of kitchen supplies.
- problem-solving skills to deal with minor problems such as shortages, variations and errors
- literacy skills to read and check delivery documentation against order requirements and complete records relating to deliveries
- numeracy skills to count and check quantities of stock.

The following knowledge must be assessed as part of this unit:

- principles of stock control, including:
  - rotation
  - correct storage procedures for specific goods
  - food segregation
  - checking for slow moving items
- common examples of stock control documentation and systems
- enterprise requirements and procedures related to the Australia New Zealand Food Standards Code and food safety programs
- suitable storage for the various types of food
- basic supplies and commodities
- hygiene procedures related to stock handling and storage
- correct and environmentally sound disposal methods for waste and in particular for hazardous substances.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

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performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

- ability to receive, handle and store kitchen supplies safely and efficiently
- knowledge of the OHS and hygiene issues related to receipt, handling and storage of supplies.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of perishable and non-perishable supplies
- demonstration of skills within a fully equipped kitchen storage area as defined in the Assessment Guidelines.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate receiving and storing supplies for an operational commercial kitchen
- written or oral questions to test knowledge of stock procedures for different food items
- review of workplace reports and records related to stock control, prepared by the candidate
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up

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	the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Supplies:	• must include:
	  • food, including dry goods, dairy products, meat and seafood, poultry, fruit and vegetables and frozen goods
	• may include:
	  • beverages
	  • utensils and equipment for food preparation
	  • cleaning materials and equipment
	  • linen, such as tea towels, serviettes, tablecloths and aprons
	  • stationery, vouchers and tickets.

Temperature checks may be taken for a range of foods at different temperatures, including:	• raw foods • ingredients • cold, frozen or reheated foods or ingredients.
Variations and discrepancies must include:	• rejection of food that is likely to be contaminated, for example, it is at the incorrect temperature (food that is intended to be frozen but has thawed, or cold food that is in the temperature danger zone) • packaged food that is exposed through damaged packaging • incorrect quantities, amounts or weights • wrong product.

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RANGE STATEMENT

Regulatory requirements include:	• Australia New Zealand Food Standards Code • local, state or territory food safety regulations.
Storage may include:	• refrigeration • freezers • coolrooms • dry stores.

Unit Sector(s)

Sector Hospitality

Competency field

Competency field Commercial Cookery and Catering

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SITXINV001A Receive and store stock

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to receive and store stock. It requires the ability to check and take delivery of stock, other than food, and to appropriately store, rotate and maintain the quality of stock items.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit has commonality with SITHCCC003B Receive and store kitchen supplies, which deals specifically with the receipt and storage of food items and related food safety issues. The control and ordering of stock levels is covered in SITXINV002A Control and order stock.

Application of the Unit

Application of the unit

This unit describes a fundamental administrative function for the tourism and hospitality industries and applies to the full range of industry sectors and environments.

Stock control systems might be manual, but increasingly stock control is computerised. This unit covers any type of stock, other than food items.

The receipt and storage of stock is undertaken by frontline operational personnel who work under close supervision and guidance from others. They would be required to apply little discretion and judgement because they operate using predefined organisational procedures. They would report any stock-related discrepancies for the action of a higher level staff member.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Take delivery of stock.	1.1 Check incoming ***stock*** against orders and delivery documentation according to organisation procedures.

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Identify and record variations and report them to the appropriate person.
	1.3 Inspect items for damage, quality, use-by dates, breakages or discrepancies, and record findings according to organisation procedures.
	1.4 Manage excess stock according to organisation procedures.
2 Store stock.	2.1 Transport stock to appropriate storage area promptly and safely.
	2.2 Store stock in the appropriate location according to organisation OHS and security procedures.
	2.3 Record stock levels accurately according to organisation procedures and using appropriate technology.
	2.4 Label stock according to organisation procedures.
3 Rotate and maintain stock.	3.1 Rotate stock according to organisation procedures.
	3.2 Use safe manual handling techniques when moving and storing stock to avoid any injury.
	3.3 Check on the quality of stock at regular intervals and report findings to appropriate personnel.
	3.4 Place excess stock into storage or dispose of stock according to organisation procedures.
	3.5 Maintain stock area according to organisation and government requirements, and identify and report any problems promptly to appropriate personnel.
	3.6 Use ***stock control systems*** correctly and according to organisation speed and accuracy requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

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REQUIRED SKILLS AND KNOWLEDGE

The following skills must be assessed as part of this unit:

- safe manual handling techniques
- ability to conduct stock activities in a logical and time-efficient work flow
- literacy skills to check incoming stock against order and delivery documentation, to read use-by dates, stock labels, and to read and interpret organisation procedures
- writing skills to record incoming stock and to use stock control systems to record stock-related issues
- communication skills to make accurate verbal or written reports of stock discrepancies
- numeracy skills to count incoming, stored and rotated stock items.

The following knowledge must be assessed as part of this unit:

- basic knowledge of relevant stock, including product life and storage requirements
- different types of storage and their suitability for different kinds of stock
- principles of stock control, including:
  - rotation
  - correct storage procedures for specific goods
  - segregation of non-food items from food items in any storage area that have potential to cross-contaminate
  - checking for slow moving items
- types of stock control documentation and systems that may be applied in the tourism and hospitality industries
- stock security systems and procedures
- OHS procedures and safe work practices that relate to the receipt, transportation and storage of stock

safe and correct use of equipment, such as forklifts.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in	Evidence of the following is essential: • efficient and safe receipt, storage, rotation and

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EVIDENCE GUIDE

this unit	maintenance of stock items • application of the OHS and security procedures related to receipt, handling and storage of goods • completion of stock receipt and storage activities within typical workplace time constraints.
Context of and specific resources for assessment	Assessment must ensure: • receipt, storage, rotation and maintenance of stock items within an operationally realistic tourism or hospitality stock control environment • use of current technology, equipment, stock documentation and real stock items • access to stock control procedures and OHS procedures that relate to the receipt, transportation and storage of stock.
Methods of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to receive and store stock. The following examples are appropriate for this unit: • direct observation of the candidate receiving and storing stock • written and oral questioning or interview to test knowledge of stock, OHS and security procedures • review of workplace reports and records related to stock control prepared by the candidate • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SITXOHS002A Follow workplace hygiene procedures • SITXADM001A Perform office procedures • SITXOHS001B Follow health, safety and security procedures.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry

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sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Stock may include:

- beverages for bar, mini bar, restaurant and shop
- equipment, such as maintenance and cleaning equipment and office equipment
- linen, such as sheets and towels
- stationery, such as guest stationery and office supplies
- brochures and promotional material
- vouchers and tickets
- souvenirs and other retail products.

Stock control systems may be:

- manual
- computerised.

Unit Sector(s)

Sector Cross-Sector

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Competency field

Competency field Inventory

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SITXINV002A Control and order stock

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to control and order stock. It requires the ability to process stock orders, maintain stock levels, minimise stock losses, manage stocktakes and maintain all documents that relate to the administration of stock.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

The skills required by managers to establish and monitor cost-effective order and supply arrangements are covered in SITXINV003A Manage and purchase stock.

Application of the Unit

Application of the unit

This unit describes a fundamental administrative function for the tourism and hospitality industries and applies to the full range of industry sectors and environments.

Stock control systems might be manual, but increasingly stock control is computerised. This unit covers the administrative control of any type of stock.

Supervisory personnel who operate with a considerable level of autonomy or under limited guidance from others would be responsible for controlling and ordering stock. They would be largely responsible for making decisions on the overall administration of stock and would be the contact person for operational staff referring any stock discrepancies.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

This unit must be assessed after one of the following prerequisite units:

- SITXINV001A Receive and store stock
- SITHCCC003B Receive and store kitchen supplies.

Employability Skills Information

Employability skills

The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain stock levels and records.	1.1 Use ***stock control systems*** to administer all stock control and ordering processes fully and efficiently.

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Monitor and maintain ***stock*** levels to organisation requirements.
	1.3 Monitor stock security and adjust systems as required.
	1.4 Monitor and adjust stock reorder cycles as required.
	1.5 Inform colleagues of their individual responsibilities in regard to the reordering of stock.
	1.6 Maintain records of stock storage and movement according to organisation procedures.
	1.7 Monitor stock performance, and identify and report fast or slow-selling items according to organisation procedures.
2 Process stock orders.	2.1 Process orders for stock according to organisation procedures.
	2.2 Maintain and record stock levels ensuring information is complete, correct and current.
	2.3 Check incoming stock records against purchase and supply agreements and record all necessary details.
3 Minimise stock losses.	3.1 Identify and record ***stock losses*** according to organisation procedures.
	3.2 Report losses according to organisation procedures.
	3.3 Identify avoidable losses and establish reasons for them.
	3.4 Recommend solutions to loss situations and implement related procedures to prevent future avoidable losses.
4 Follow up orders.	4.1 Monitor the delivery process to ensure agreed deadlines are met.
	4.2 Liaise with colleagues and suppliers to ensure continuity of supply.
	4.3 Follow up on routine supply problems or refer problems to appropriate person according to organisation policy.
	4.4 Distribute stock to agreed allocations ensuring that it is protected from loss, contamination, spoilage, temperature abuse and pests, and is in line with relevant OHS and food safety procedures.

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ELEMENT	PERFORMANCE CRITERIA
5 Organise and administer stocktakes.	5.1 Organise stocktakes at appropriate intervals according to organisation policy and procedures. 5.2 Allocate stocktaking responsibilities to staff. 5.3 Produce accurate stocktake reports within designated timelines.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

The following skills must be assessed as part of this unit:

- literacy skills to process all stock order documents and reconcile incoming stock records against purchase orders
- writing skills to record and maintain all stock records and produce complex stocktake reports
- high-level communication skills to inform colleagues on their individual stock ordering and stocktake responsibilities and liaise with suppliers about deliveries and discrepancies
- critical thinking skills to allow for the analysis of stock records to determine stock losses and to make appropriate recommendations for improvements
- numeracy skills to perform complex calculations involving reconciling stock orders and levels.

The following knowledge must be assessed as part of this unit:

- stock ordering procedures
- stock level maintenance techniques appropriate to industry sector
- stocktake procedures appropriate to industry sector
- stock recording systems
- stock security systems and procedures
- types of stock control documentation and systems
- reasons for stock loss and damage and methods used to control these.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ordering, control and overall administration of continuous stock supply within a specific tourism and hospitality industry environment
- ability to meet accuracy and speed requirements for completion and maintenance of stock records
- project or work activities conducted over a commercially realistic period of time so that the stock control and maintenance aspects of this unit can be assessed.

Context of and specific resources for assessment

Assessment must ensure:

- ordering, control and overall administration of stock within an operationally realistic tourism or hospitality stock control environment
- use of current technology, equipment, stock documentation and real stock items
- access to stock security and stocktake procedures
- involvement of internal and external suppliers.

Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to control and order stock. The following examples are appropriate for this unit:

- review of project activities undertaken by the candidate to control stock for a given period of time for a specific outlet
- review of stock control activities undertaken as part of industry placement or training with an industry operator
- written and oral questioning or interview to test knowledge of security and stocktake procedures
- case studies to assess ability to solve problems related to stock control, stock loss or security

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EVIDENCE GUIDE

- review of workplace reports and records prepared by the candidate related to stock control
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITXADM001A Perform office procedures
- SITXMGT001A Monitor work operations
- SITXINV003A Manage and purchase stock.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Stock control systems may be:

- manual
- computerised.

Stock may include:

- food and beverages
- equipment, such as office equipment and maintenance and cleaning equipment
- linen

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RANGE STATEMENT

- stationery
- brochures and promotional material
- cleaning supplies and chemicals
- vouchers and tickets
- souvenirs and other retail products.

Stock losses may relate to:

- lack of rotation leading to product deterioration
- inappropriate storage conditions
- access by pests or vermin
- theft
- overstocking.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Inventory

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SITXMPR401 Coordinate production of brochures and marketing materials

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITXMPR001A Coordinate production of brochures and marketing materials. Minor adjustments to expression of content to streamline and improve unit. Added trade practices to Required knowledge. Added sustainability. More emphasis on physical and virtual.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate the development process for brochures and other marketing materials from a content and production perspective.

Application of the Unit

This unit applies to all industry sectors and all types of marketing materials, both physical and virtual. People working independently with limited supervision undertake this role. Depending on the business context, this could include sales and marketing personnel, managers, and owner-operators of small businesses.

This unit reflects the general skills needed by those involved in sales and marketing activities and does not include the skills required by professional graphic designers or copywriters.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan production of brochures and marketing materials.	1.1 Plan production of ***brochures and marketing materials*** according to marketing objectives. 1.2 Evaluate ***factors*** that impact nature of materials and the development process, including sustainability considerations. 1.3 Create production plans, including timelines, responsibilities, budget and contingency measures.
2. Produce information for inclusion.	2.1 Produce or obtain accurate and complete ***information for inclusion***. 2.2 Present information in a clear format. 2.3 Present information in a culturally appropriate way.
3. Obtain quotations for artwork and printing as appropriate.	3.1 Provide ***accurate and complete specifications*** to quoting organisations within appropriate timeframe. 3.2 Obtain quotations with details of potential variations to cost and conditions that may apply.
4. Develop final copy for brochures and marketing materials.	4.1 Develop copy using basic creative writing techniques or obtain from relevant source. 4.2 Integrate accurate, practical and operational details. 4.3 Present accurate information about costs and conditions. 4.4 Check copy for accuracy prior to submission for production.
5. Coordinate production of brochures and marketing	5.1 Liaise with production personnel and monitor schedule. 5.2 Check and correct production work as required. 5.3 Approve artwork according to organisational guidelines. 5.4 Obtain and deliver materials on schedule or action contingency

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materials. measures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to collaborate with others on technical, organisational and creative issues
- critical thinking skills to evaluate factors that impact on production of marketing materials
- literacy skills to:
  - read and interpret quotations and product conditions
  - proofread draft materials
  - create copy or check quality of outsourced copy
  - research information for inclusion from varied and potentially unfamiliar sources
- planning and organising skills to plan and coordinate all aspects of the production process
- problem-solving skills to respond to challenges that arise in the production of marketing materials
- numeracy skills to:
  - calculate costs and quantities of materials to be produced
  - work with numerical concepts of size, shape and layout
  - work with detailed product costings
- technology skills to:
  - liaise with others about technical production issues
  - work with current industry marketing technologies.

Required knowledge

- objectives of materials and the market for which material is required
- physical and virtual media marketing opportunities and factors that impact production of materials in those contexts
- current digital print production technologies, processes and terminology
- printing and industry conventions in relation to placement of information, page numbering and copyright information
- quality indicators in marketing material production, including:
  - readability
  - photographic quality
  - effective use of colour
  - spacing requirements
- creative writing techniques used for the content of brochures and other marketing materials
- procedures and requirements for preparation and proofing of material

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- copyright laws and restrictions that apply to the inclusion of certain content in brochures and other marketing materials
- procedures for copyright clearance of restricted materials
- trade practices requirements around the need for accuracy of information in marketing materials.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • coordinate all aspects of the development process and produce materials within specified deadlines • produce materials that meet stated objectives, provide current and accurate information, and are free of errors • demonstrate knowledge of current production processes, terminology and copyright restrictions.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated product or service for which brochures and marketing materials can be developed • current information and communications technology for the development of content • suppliers, such as graphic designers, print production organisations and copywriters with whom the individual can interact.
Method of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to coordinate the production of brochures and marketing materials. The following examples are appropriate for this unit: • evaluation of brochures or other physical or virtual marketing materials produced by the individual • written or oral questioning to assess knowledge of coordination and production processes, copyright laws and clearance procedures • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities

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assessment	to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • SITXMGT501 Establish and conduct business relationships • SITXMPR404 Coordinate marketing activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Brochures and marketing materials may include:	• advertising materials • conference programs and registration forms • destination guides • direct mail pieces • display materials • event prospectus • invitations • product brochures • product support manuals • promotional flyers and leaflets.

Factors for consideration during planning may relate to:	• accessibility, such as the need to provide materials in alternative formats
	• availability of information
	• design issues:
	  • style
	  • size
	• legal requirements
	• marketing considerations:
	  • distribution considerations
	  • market for review of competitive materials
	  • objectives
	• resource constraints:
	  • budget
	  • in-house capability
	• technology:
	  • digital media opportunities
	• objectives of the material

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	• sustainability considerations • time parameters.
Information for inclusion may be:	• advertisements • logos • maps • photos • special offers or incentives • sponsor messages • supplier information • tariff details.
Accurate and complete specifications include:	• conditions of contract • delivery platform • interactivity requirements • layout and style of text • number of colours • number of photographs • production and delivery deadlines • size • total number required • type of paper (for print-based materials).

Unit Sector(s)

Cross-Sector

Competency Field

Marketing and Public Relations

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SITXMPR002A Create a promotional display or stand

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to create a display or stand for the promotion of a product or service. It requires the ability to identify the objectives of the promotion, determine who the audience will be, select all display components and assemble the display or stand.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit

This unit describes a fundamental sales and marketing skill for those working within the service industries and applies to the full range of industry sectors and environments.

Promotional displays or stands are set up and operated in a range of contexts, including trade or consumer shows, meeting or conference events, in-house promotions, window displays, visitor information centre displays and shopping centre promotions. They might be used to promote any product, service, or event; a group of products being cooperatively marketed; or even a whole city, region or tourist precinct.

This unit does not include all the skills of a specialist display designer or visual merchandiser. Rather, it reflects the more general display skills needed by a large range of service industry personnel involved in sales and marketing activities. Frontline sales and marketing personnel who operate with some level of autonomy or under limited supervision and guidance from others would be responsible for setting up displays or stands.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Make preparations for display or stand.	1.1 Identify display or stand objectives in consultation with appropriate colleagues.

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Obtain operational ***information to assist in display or stand preparation*** to allow time for adequate planning.
	1.3 Plan display or stand to meet the needs of target audience.
	1.4 Select and organise adequate ***display supplies*** and transportation arrangements according to display plan.
	1.5 Identify the need for and seek assistance from display specialists where appropriate.
2 Create the display.	2.1 Create or dress the display or stand, making creative use of available materials and supplies.
	2.2 Use established ***display techniques*** to maximise the visual appeal of the display and reflect the nature of product or service being sold.
	2.3 Use display equipment correctly and safely.
	2.4 Check display or stand to ensure safety of colleagues and customers.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

The following skills must be assessed as part of this unit:

- safe OHS practices that relate to transporting, carrying, assembling and monitoring the display or stand
- basic visual merchandising techniques for creating displays with typically available materials, including techniques for maximising the effectiveness of commonly-used collateral in displays, including brochures and posters
- literacy skills to collect and interpret information about the needs of the target audience and operational aspects of the display or stand.

The following knowledge must be assessed as part of this unit:

- typical tourism industry contexts in which displays are used, such as trade and consumer shows, shopping centre promotions, information centre displays, window displays and promotional functions

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REQUIRED SKILLS AND KNOWLEDGE

- range of materials and equipment used for display in different locations and settings, such as stages, exhibition booths, permanent displays and window displays.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • creation of a display or dressing of a promotional stand to meet specific objectives using accepted display techniques • ability to create display or stand in a well-organised and safe manner • creation of a display or dressing of a promotional stand within typical workplace time constraints that meet determined deadlines.
Context of and specific resources for assessment	Assessment must ensure: • creation of a display or promotional stand within commercially realistic promotional environments • use of display and promotional material commonly used by tourism and hospitality organisations.
Methods of assessment	A range of assessment methods should be used to assess the practical skills and knowledge required to create a promotional display or stand. The following examples are appropriate for this unit: • evaluation of the creativity and visual appeal of a display created by the candidate • case studies to assess application of different display techniques to typical industry promotional situations • written and oral questioning or interview to test knowledge of basic and different visual merchandising

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EVIDENCE GUIDE

techniques
- written and oral questioning or interview to test knowledge of safe working practices
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITXMPR004A Coordinate marketing activities
- SITXCOM005A Make presentations.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Information to assist in display or stand preparation may include:

- nature of display area, including booth and stage
- floor plans
- type of surface on which display is to be created
- set-up times and duration
- OHS requirements
- budget allocation
- need for utilities, such as electricity and water
- need for waste management

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RANGE STATEMENT

- security.

Display supplies may include:

- furniture
- collateral materials, such as brochures, posters, banners and organisational colours and logo
- scissors
- adhesives and velcro
- pins
- string
- audiovisual systems, including videos and sound systems
- floral arrangements and potted plants
- balloons and other decorations
- mobiles
- computers.

Display techniques must include the use of:

- fabric
- flags
- signs
- printed materials
- three-dimensional materials
- freestanding display options
- product samples
- local produce
- cultural artefacts.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Marketing and Public Relations

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SITXMPR404 Coordinate marketing activities

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.2	Correction to mapping to show non equivalence.
1.0	N Replaces and is not equivalent to SITXMPR004A Coordinate marketing activities. Minor adjustments to expression of content to streamline and improve unit. Added innovation, legal, ethical and sustainability. Added more on new technologies and media.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and coordinate a range of marketing and promotional activities at an operational level. The unit incorporates knowledge of marketing principles.

Application of the Unit

This unit applies to all industry sectors, and to individuals who take responsibility for coordinating marketing activities within the parameters of an established marketing strategy. People working independently with limited supervision undertake this role. This could include marketing coordinators or managers and owner-operators of small businesses.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan and organise marketing activities.	1.1 Plan ***marketing activities*** according to marketing plan or other organisational systems. 1.2 Identify, analyse and incorporate relevant market information and ***legal***, ***ethical and sustainability issues*** into short term planning. 1.3 Confirm target markets and marketing medium. 1.4 Evaluate ***potential and suitability*** of marketing opportunities that arise. 1.5 Proactively seek and evaluate innovative marketing opportunities, including use of new technologies and media. 1.6 Develop and implement action plans to address ***operational details***.
2. Undertake a general public relations role.	2.1 Establish and conduct positive relationships with industry and media colleagues. 2.2 Use networks to support marketing activities. 2.3 Develop public relations resources as required, including media releases and industry or media support materials.
3. Review and report on marketing activities.	3.1 Review activities according to agreed evaluation methods and incorporate results into future planning. 3.2 Prepare reports according to organisational policy and required timeframes. 3.3 Present current and clear market intelligence to inform sales and marketing planning.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to establish and conduct positive business relationships
- critical thinking skills to evaluate the potential of different marketing activities
- initiative and enterprise skills to proactively identify and respond to new opportunities
- literacy skills to:
  - interpret market trend information and marketing plans
  - develop detailed action plans for marketing activities
  - prepare media releases and marketing reports
- numeracy skills to work within marketing budgets
- planning and organising skills to coordinate diverse and unpredictable operational details
- problem-solving skills to proactively identify and respond to potentially complex implementation challenges
- self-management skills to take responsibility for the quality and outcomes of marketing activities
- technology skills to work with current web based marketing technologies.

Required knowledge

- content and structure of marketing plans
- key marketing principles, including the marketing management process and the four Ps - product, place, price and promotion
- industry structure and interrelationships, industry networks and information sources
- industry and market knowledge appropriate to the sector and organisation, including:
  - distribution and marketing networks, especially those that support the product or service being promoted, including e-business options and major promotional events
  - commission structures
  - current customer and market trends and preferences
- features, benefits and practical application of marketing activities commonly used in the service industries, including:
  - advertising
  - familiarisations
  - in-house promotions
  - public relations
  - social media
  - trade and consumer shows
  - signage and display
- legal issues that impact on the marketing of products and services, including consumer protection provisions
- ethical considerations for marketing activities, including:

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  - appropriate use of images and text
  - protection of children
  - targeting of particular groups in the community
- sustainability considerations for marketing activities, including:
  - reducing waste of printed materials
  - sustainability as a marketing tool.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • plan and coordinate multiple and different marketing activities for an operation, product or service • integrate knowledge of the relevant industry, including structure and interrelationships, industry networks, information sources, and distribution and marketing networks • integrate knowledge of the types of marketing activities used in the relevant industry sector and major industry promotional events • demonstrate knowledge of marketing principles and their application to practical workplace activities.
Context of and specific resources for assessment	Assessment must ensure use of: • real or simulated products or services for which the individual can conduct marketing activities • current information and communications technology used by industry for marketing activities • marketing plans and operational marketing documents, such as action plans and marketing reports.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of marketing activities planned and conducted by the individual, including reports on lessons to be learned for future activities

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- evaluation of critiques prepared by the individual about industry marketing activities
- use of case studies to assess the application of marketing knowledge to different industry situations
- written or oral questioning to assess knowledge of marketing principles, structure of the industry, industry interrelationships, distribution networks and legal compliance issues
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXMPR403 Plan and implement sales activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Marketing activities may include:

- advertising
- display and signage
- events
- familiarisations:
  - media
  - trade
- industry and public relations activities
- market research
- product development within scope of individual responsibility
- web-based and social media activities.

Information to be incorporated into the planning process may include:

- competitive activity
- financial statistics
- marketing reports
- marketplace trends
- sales reports.

Legal, ***ethical and sustainability issues*** may

- consumer law and trade practices

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relate to:	• work health and safety obligations • resource conservation • targeting of particular groups • ways of presenting information.

Potential and suitability of promotional activities may relate to:	• consistency with overall marketing direction
	• exposure to be achieved
	• matching of attendees to target markets
	• resource considerations:
	  • financial
	  • human
	• timing of the activity or event.

Operational details may include:	• administrative and procedural requirements • availability of promotional materials • available technology • contracting of other services, such as display • equipment requirements • need for external assistance • potential for cooperative approaches • public relations implications • staffing requirements and briefings • strategies to ensure maximum benefits • travel arrangements.

Unit Sector(s)

Cross-Sector

Competency Field

Marketing and Public Relations

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SITXMPR502 Develop and implement marketing strategies

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXMPR005A Develop and manage marketing strategies. Title changed to better reflect the intent and content of the unit. Minor adjustments to expression of content to streamline and improve unit. Added innovation and sustainability.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse internal and external business environments and to develop and evaluate marketing strategies and plans for products and services.

Application of the Unit

This unit applies to all industry sectors, and to individuals in senior marketing or management roles. This may include those whose primary role is marketing related, or those for whom marketing is a part of a broader job responsibility. Units and qualifications for marketing specialists are found in the BSB07 Business Services Training Package.

Marketing strategies could be developed for a new or existing product or service, a small or medium-sized business organisation, a destination or a specific project, such as an event.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Collect and analyse information on the internal business environment.	1.1 Confirm core activities, customer base, business values and current business direction. 1.2 Identify and analyse ***information*** on current and past marketing and its effectiveness. 1.3 Review business performance information to identify strengths, weaknesses and critical success factors. 1.4 Identify and record current ***capabilities and resources***, including the need for specialist assistance. 1.5 Record and report information according to organisational requirements.
2. Collect and analyse information on the external business environment.	2.1 Identify and analyse information on expected market growth or decline with associated risk factors. 2.2 Record and analyse projected changes in the labour force, population and economic activity. 2.3 Gather and analyse ***comparative market information***. 2.4 Identify and analyse industry and customer ***trends and developments***, including emerging technologies and innovations. 2.5 Identify and analyse ***legal***, ***ethical and sustainability issues*** and potential business impacts. 2.6 Record and report information according to organisational requirements.
3. Develop marketing strategies.	3.1 Identify and analyse opportunities based on internal and external market analysis. 3.2 Explore new and innovative marketing approaches. 3.3 Develop marketing strategies that are consistent with direction and values of the organisation. 3.4 Integrate legal, ethical and sustainability considerations. 3.5 Develop strategies in consultation with key stakeholders.

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4. Prepare marketing plan.	4.1 Formulate marketing plan that clearly communicates priorities, responsibilities, timelines and budgets. 4.2 Provide timely opportunities for colleagues to contribute to marketing plan. 4.3 Submit marketing plan for approval according to organisational policy.
5. Implement and monitor marketing activities.	5.1 Implement and monitor activities detailed in plan according to schedule and contingencies. 5.2 Produce marketing reports according to organisational policy. 5.3 Share information on marketing activities with operational staff to maintain awareness of current organisational focus.
6. Conduct ongoing evaluation.	6.1 Evaluate marketing activities using agreed methods and benchmarks. 6.2 Make adjustments according to evaluation. 6.3 Communicate and implement agreed changes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to lead consultation with stakeholders and colleagues
- critical thinking skills to analyse complex information about internal and external business environments from varied sources
- initiative and enterprise skills to proactively identify creative marketing opportunities
- literacy skills to:
  - research complex and potentially unfamiliar business and marketing information
  - write complex plans and reports
- numeracy skills to develop marketing resource strategies and scenarios
- planning and organising skills to coordinate complex planning and implementation processes
- problem-solving skills to evaluate marketing activities and challenges, and develop strategic responses
- technology skills to evaluate the potential of current and emerging marketing technologies.

Required knowledge

- data collection tools and research methodologies of particular relevance to marketing
- marketing planning techniques and formats, including key features of a marketing plan
- internal and external issues that impact on market planning in a given industry context
- industry marketing and distribution networks in the relevant context

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- new and innovative marketing strategies in the relevant industry context, including current and emerging marketing technologies and the opportunities they present
- legal issues that impact on marketing activities, including:
  - Australian Consumer Law and consumer protection
  - copyright
  - privacy
  - specific issues arising from use of new technologies
- ethical considerations for marketing, including:
  - appropriate use of images and text
  - codes of practice
  - protection of children
  - targeting of particular groups in the community
- sustainability considerations, opportunities and constraints for marketing in the relevant context, including those related to:
  - cultural and social sustainability
  - economic sustainability of marketing initiatives
  - resource conservation and waste minimisation.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • research and critically analyse internal and external business environments • develop a marketing strategy and plan for a product or service that identifies current and relevant marketing issues and includes a detailed, realistic implementation program • integrate knowledge of marketing strategies, techniques and distribution networks for the product or service, including opportunities presented by new technologies • demonstrate knowledge of implementation and monitoring issues specific to the product or service.
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated product or service for which

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market planning can be undertaken
- current information and communications technology to support the research and planning process
- a group of stakeholders who contribute to the planning process
- customers to whom products and services are marketed.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of the marketing aspects of a project conducted by the individual
- evaluation of marketing plans prepared by the individual
- use of case studies to assess application of marketing planning principles to different industry situations and contexts
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTPPD503 Research and analyse tourism data.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Sources of ***information*** may include:

- business advisory services
- financial institutions
- government agencies
- industry associations
- industry publications
- Internet
- official statistics
- peers.

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Capabilities and resources may include:	• communication capabilities • e-business capacity • equipment capacity • financial resources • hours of operation • human resources • location and position • staff skill levels.
Comparative market information may include:	• benchmarking • best practice information • competitor information.
Trends and developments may be:	• demographic • ecological and environmental • economic • government activities • industrial • social and cultural • technological, including social media developments.

Legal, ***ethical and sustainability issues*** may relate to:	• codes of practice
	• cultural expectations and influences
	• requirements of legislation and regulations
	• sustainability:
	  • environmental
	  • financial
	  • social.

Unit Sector(s)

Cross-Sector

Competency Field

Marketing and Public Relations

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SROODR002A Plan outdoor recreation activities

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Outdoor Recreation Industry Training Package.This unit covers the knowledge and skills to independently plan and participate unsupervised in outdoor activities within a team environment in situations where extreme environmental conditions are not likely to occur. This unit addresses the basic principles, knowledge and skills to plan general (non activity-specific) requirements for participation in outdoor recreation activities. Activity-specific aspects of clothing and equipment selection are addressed in activity-specific units.This unit incorporates the unit SROODR001A Apply basic outdoor recreation logistics, and this should be taken into consideration when planning to meet pre-and co-requisite requirements.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **1 Make logistical arrangements**	1.1 Evaluate the suitability of a range of possible activity sites/locations to select one which is appropriate to personal objectives
	1.2 Source and apply local area knowledge to assist in the ***planning process***
	1.3 Identify and comply with ***statutory and organisational procedures***
	1.4 Identify and select where appropriate, specific sites within the designated activity location for use with reference to minimal impact on the environment
	1.5 Identify ***hazards*** associated with the activity and implement risk minimisation procedures within the control of the participant during the planning and preparation
2 **2 Select and use suitable outdoor equipment**	2.1 Identify ***equipment*** needs after consideration of ***contextual issues***
	2.2 Identify and evaluate sources of ***equipment*** according to needs
	2.3 Source ***equipment*** a suitable time prior to the activity to allow for checking
	2.4 Check ***equipment*** for serviceability to ensure that it is in good working order
	2.5 Confirm suitability of ***equipment*** to individual needs and conditions
	2.6 Prepare ***equipment*** for transportation to activity location in a manner to minimise loss or damage
	2.7 Use ***equipment*** in accordance with operational procedures and/or manufacturer's recommendations to ensure that design limits are not exceeded
	2.8 Adjust and fit, where necessary, ***equipment*** to

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			ensure comfort and safety
		2.9	Monitor ***equipment*** for wear and damage during use and prior to storage and refer damaged ***equipment*** to the appropriate person
		2.10	Store ***equipment*** in a suitable manner according to organisational procedures and/or manufacturer's recommendations
3	**3 Identify, plan and monitor food requirements**	3.1	Analyse food requirements and apply this analysis to select and maintain intake, based on principles of nutrition and energy requirements for conditions and type of activity
		3.2	Ensure menu planning and preparation is appropriate for dietary requirements and personal tastes within the ***activity constraints***
		3.3	Apply knowledge of the range of food products available to select food which is most appropriate based on perishability, packaging and storage considerations
		3.4	Identify and plan for emergency food requirements
4	**4 Identify and plan for water needs and usage**	4.1	Calculate fluid requirements, based on the requirements of a particular activity
		4.2	Identify elements to consider when calculating fluid requirements
		4.3	Access information on water purification techniques appropriate to the water source
		4.4	Outline the range of water purification techniques available and demonstrate use of purification resources appropriate to the water source
		4.5	Prepare water for carrying and storage in a manner appropriate to the activity and to minimise potential breakage of container
5	**5 Identify and plan clothing requirements**	5.1	Identify causes of heat loss and heat exhaustion /stroke during an activity
		5.2	Select clothing suitable to the activity, based on consideration of ***contextual issues,*** as well as a knowledge of the principles of clothing selection and an application of knowledge of the features and

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			limitations of different fabrics
6	**6 Participate in an outdoor activity**	6.1	Determine and comply with ***statutory and organisational procedures*** applicable to the activity and activity site/location
		6.2	Establish ***temporary sites***, where required, to ensure comfort, safety and minimal impact
7	**7 Deal with non-routine situations**	7.1	Assess the ***non-routine situation*** and establish the need for ***improvised equipment*** or techniques
		7.2	Identify current resources that can be used for improvised techniques or ***equipment***
		7.3	Ensure consideration is given to the ability to acquire new or additional resources
		7.4	Evaluate the ability to improvise with current resources whilst maintaining the safety of the activity
		7.5	Demonstrate the ability to improvise ***equipment*** and/or techniques to deal with ***non-routine situations***
		7.6	Modify the activity, where necessary, to accommodate the use of ***improvised equipment*** or circumstances

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of the factors influencing the selection and preparation of equipment and its use, as well as food, fluid and clothing

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requirements for independent participation in outdoor recreation activities

Assessment of performance should be over a minimum of three (3) different occasions covering all prescribed categories from the Range Statements that are applicable to planning for and participation in outdoor activities independently in conditions as specified in the Range Statements in a range of typical weather conditions at a range of different locations or sites

Assessment must confirm the ability to apply this knowledge and appropriate techniques to

apply knowledge of factors affecting the context in order to plan for safe participation

apply in-depth knowledge of equipment and clothing suitable to different contexts

discriminate between features of relevant equipment and clothing

define requirements for specific needs

select the most appropriate equipment, food and clothing

plan for contingencies

operate independently (as part of a group or team) in both routine and predictable non-routine situations

use knowledge of equipment to select and use that which is most appropriate in different contexts

establish and maintain in a safe manner all categories of temporary site relevant to outdoor recreation participation, minimising environmental impact

maintain personal physiological well-being during activities in a range of typical weather condition

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

Nil

This unit must be assessed in conjunction

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	with the following unit(s) Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) SROOPS003B Apply weather information SRONAV002B Navigate in difficult or trackless areas
Required knowledge and skills	Required knowledge (at a level to undertake activities independently) Minimal impact codes and practices Factors that affect physiological well-being to assist in the planning of food, water and clothing Factors affecting the selection of general equipment used in outdoor activities advantages disadvantages construction features cost ability to repair Dietary requirements when participating in outdoor activities, and the types of food which can supply these requirements Types of food available to suit activity constraints Types of cooking apparatus available for use in outdoor activities, their advantages and disadvantages Clothing requirements for outdoor activities and general principles affecting clothing selection, eg, layering principle, protective clothing Hazard identification in order to develop and apply risk minimisation strategies General land management and legislative requirements which may apply to participation in outdoor activities Use of general equipment in an outdoor

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	recreation context
	torches
	tents
	backpacks
	water bottles
	Water purification methods and equipment
	Effects of weather conditions on performance and requirements
	Contents for first aid kits used in outdoor activities
	Communication techniques used in outdoor activities
	Required skills (at a level to undertake activities independently)
	Food preparation in an hygienic manner in an outdoor environment
	Cooking on fires/fuel stoves
	Communication strategies in an outdoor activity and use of communication equipment
Resource implications	Physical resources - assessment of this unit of competency requires access to
	a range of general outdoor equipment, eg, tents, stoves, torches
	a range of types of general outdoor clothing, eg, raincoats, footwear, jackets
	associated resources and information on typical outdoor activity locations/venues and clothing
	Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must
	be competent in this unit but preferably be competent in the unit at the level above, i.e., SROODR003A
	be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and

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	SRXEMR001A to ensure adequate risk management during the assessment be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the *Standards for Registered Training Organisations*
Consistency in performance	Due to issues such as variations in contextual issues, this unit of competency must be assessed over a minimum of three (3) different occasions in order to ensure consistency of performance over the Range Statements and contexts applicable to applying general principles of independent participation in outdoor activities
Context for assessment	For valid and reliable assessment this unit of competency must be assessed in the context of participation in a real outdoor recreation activity Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise	Communicate Ideas&Info	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical	Solve Problems	Use Technology

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Information	rmation			Ideas&Tec hniques		
2	2	2	2	2	2	1
These levels do not relate to the Australian Qualificatio ns Framework . They relate to the seven areas of generic competency that underpin effective workplace practices.						
The three levels of performanc e (1, 2 and 3) denote the level of competency required to perform the task:						
Use routine approaches						
Select from routine approaches						
Establish new approaches						
Collecting, analysing and organising informatio						

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n - Evaluating possible activity sites/locations to determine the most appropriate within the particular contextual issues

Communicating ideas and information - Liaising with land managers in order to comply with statutory requirements

Planning and organising activities - Planning equipment needs, sources of equipment and most appropriate equipment for the site/location

Working with teams and others - Planning and organising

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group equipment requirements

Using mathematical ideas and techniques - Calculating food and water requirements

Solving problems - Selecting equipment and clothing which meets activity constraints (eg, weight constraints) but which adequately maintains physiological well-being

Using technology - Using technology to access information about activity sites/locations

Please refer to the Assessment

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Guidelines for advice on how to use the Key Competencies.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Activity constraints	[all categories] all factors which may impact upon food and water requirements within a particular activity, including weight constraints carrying capacity cooking method available water availability length/duration of activity temperature/season budget
Contextual issues	[all categories] includes all factors which may impact upon the particular activity season activity location time of day weather length of activity

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	participant size and ability
	weight constraints of activity
	destination
	condition of terrain, activity location or medium
	group needs
	unsupervised
Equipment	[all categories]
	includes all aspects of general outdoor equipment required for participation
	general outdoor equipment, eg, tents, backpacks, stoves, torches
	personal equipment, eg, jackets, raincoats
	safety equipment, eg, first aid kit
	group equipment, eg, communications
Hazards	[all categories]
	potential terrain hazards
	environmental hazards
	heat
	cold
	rain
	snow
	flood
	fire
	storms
	ice
	people hazards
	equipment failure
Improvised equipment	[all categories]
	repaired equipment
	protective clothing
	shelters
	first aid resources, eg, slings, bandages
	emergency response resources, eg, stretchers,

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	splints
Non-routine situations	[all categories] may include lost or damaged equipment unseasonal weather conditions injuries emergencies communication breakdowns phobias and panic in other group members characteristics of other group members weight size physical ability cultural background
Planning process	[all categories] access start finish emergency transport viability weather considerations environmental factors
Statutory and organisational procedures	[all categories] include permits from management authorities authority/permission from landowners documented operating procedures and organisation/enterprise policies
Temporary sites	[all categories] includes sites used as rest stops activity sites

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temporary or overnight shelter

Unit Sector(s)

Not applicable.

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SISOOPS304A Plan for minimal environmental impact

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan outdoor activities to ensure that minimal environmental impact occurs. The planning requires consideration of the appropriate combination of an activity with a setting. This involves the learner making informed decisions about the selection of settings and the conduct of the activity during the planning phase.

For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Application of the Unit

This unit applies to those who work in a range of roles and settings across the sport and recreation sector.

This may include those working for private outdoor adventure companies, volunteer organisations, not for profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify interrelationships between the natural environment and human activity.	1.1. Source information on ***ecological systems*** and their interrelationship to the activity setting. 1.2. Determine ***human impact*** of outdoor recreational activity on ecological systems and their interrelationships. 1.3. Consult with appropriate ***authorities*** to identify sensitive areas within the setting and aspects unique to it. 1.4. Liaise with ***stakeholders*** to identify ***parameters of use***. 1.5. Identify implications of parameters of use for planning of outdoor recreation activities within the setting.
2. Prepare a minimal impact plan for the activity and setting.	2.1. Analyse current environmental ***management strategies*** for the site implemented by resource managers. 2.2. Identify and assess the ***characteristics of the setting*** according to the proposed outdoor recreation activity. 2.3. Identify other uses of the setting, the relationship to current management strategies and the implications for offering appropriate recreation opportunities. 2.4. Identify ***minimal impact practices*** and procedures to reduce ***impact on the natural environment*** according to ***relevant legislation*** and ***organisational minimal impact policies and procedures***. 2.5. Develop and document a ***minimal impact plan*** for the activity according to relevant legislation and ***resource management principles*** for the setting.
3. Implement and monitor minimal impact plan.	3.1. Explain aims of minimal impact plan to activity participants. 3.2. Communicate ***unique aspects*** of the setting and

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ELEMENT	PERFORMANCE CRITERIA
	specific impacts likely to occur during an activity to participants in the activity. 3.3. Conduct activities according to minimal impact plan, relevant legislation and organisational policies and procedures. 3.4. Monitor effectiveness of minimal impact plan.
4. Evaluate minimal impact practices.	4.1. Identify ***techniques*** to determine the nature and degree of impact. 4.2. Evaluate the effectiveness of personal minimal impact practices using basic techniques. 4.3. Modify impact reduction strategies, where necessary, after evaluation.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - consult with authorities, landowners and or custodians regarding strategies to minimise the impact of outdoor activities on specific environments and settings
  - convey information to participants about participating in activities responsibly so that environmental impact is minimised
- problem-solving skills to:
  - identify and match strategies for minimal environmental impact within an outdoor activity to a particular environmental setting
  - develop sustainable solutions that meet the needs of all stakeholders
- language and literacy skills to:
  - read and analyse relevant legislation and organisational policies and procedures
  - develop and document an environmental minimal impact plan
  - source information on ecological systems
- planning and organising skills to:
  - plan goals and strategies to achieve minimal environmental impact for an outdoor activity
  - monitor and evaluate the outcomes of the plan.

Required knowledge

- legislation and organisational minimal impact policies and procedures relating to environmental protection and cultural and heritage protection for the activity area

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and location to enable outdoor recreation activities to be undertaken responsibly
- area restrictions and resource management requirements to enable compliance during outdoor recreation activities
- biological systems, their interrelationships and terminology used in relation to these to enable understanding of potential causes and consequences of environmental impact
- specific problems of fragile environments or threatened species to enable planning for minimal impact
- environmental management practices used by resource management authorities to minimise impact and factors affecting land management planning, such as limits or parameters of acceptable change to enable identification of appropriate strategies and development of appropriate minimal impact plan
- cultural protocols for making contact and communicating with people and organisations to enable effective consultation in relation to any specific cultural requirements for site access and protection
- roles and responsibilities of resource management agencies.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • plans outdoor recreation activities that balance the need to minimise environmental impact of recreational activities with appropriate activities and opportunities • applies contingency management techniques to deal with concerns over the degree of impact following recreational activities • adopts and models a responsible attitude towards the natural environment throughout activities.
Context of and specific resources for assessment	Assessment must ensure planning for minimal impact of outdoor activities by implementing environmental management strategies appropriate to local environments on sufficient occasions to demonstrate competency and consistency of performance. Assessment must also ensure access to: • an outdoor environment or site with access to land management personnel, stakeholders and participants

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- documentation such as organisational minimal environmental impact procedures and practices and relevant environmental protection legislation.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the candidate's ability to implement minimal environmental practices while planning for an outdoor activity
- oral and written questioning to assess knowledge of key environmental management practices to minimise activity impact appropriate to the locality or site of the outdoor activity
- third-party reports from a supervisor detailing evidence of the candidate's planning and implementation of minimal environmental impact practices during an outdoor activity
- a portfolio of evidence of minimal impact plans for specific activities and settings.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOODR302A Plan outdoor recreation activities.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Ecological systems may include:

- marine
- flora
- fauna
- wetlands
- community
- biosphere
- cycles
- food chains.

Human impact may include:

- introduced species

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- loss of habitat
- removal of species
- pollution
- physical damage
- alteration to the environment
- noise
- conflicts with other recreational users
- damage to cultural heritage
- crowding.

Authorities may include:

- cultural custodians
- local, state or federal government agencies.

Stakeholders may include:

- authorities
- landowners and or custodians
- relevant state and local government bodies
- land managers.

Parameters of use may include:

- times and duration
- number of users at any one time
- type of activities permitted
- restricted access.

Management strategies may include:

- dispersal of use
- concentration of use
- site hardening or shielding
- zoning
- size limitations
- noise restrictions
- speed restrictions

Characteristics of the setting may include:

- biological
- social
- managerial
- access regulations.

Minimal impact practices may include:

- avoidance of sensitive areas
- appropriate site and route selection
- limited party size
- removal of rubbish
- appropriate sanitation practices
- use of fuel stoves
- use of low impact equipment
- keeping to marked tracks or routes
- appropriate washing procedures
- respect and protection of heritage and cultural sites

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	• campfire management and rehabilitation.
Impact on the natural environment may include:	• soil • plants • water • geology • wildlife.
Relevant legislation may include:	• occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
Organisational minimal impact policies and procedures may include:	• restricting access • limiting group size • seasonal restrictions • use of permits • protocols for consulting stakeholders • codes of Ethics and Conduct • heritage and cultural site protocols and guidelines.
Minimal impact plan may include:	• activity aims to achieve minimal impact • management strategies to achieve minimal impact.
Resource management principles may include:	• economic • environmental • social.
Unique aspects may include:	• caves • archaeological, heritage and cultural sites • local traditions • protected areas • delicate or fragile formations and strata • flora and fauna with restricted distribution.
Techniques may include:	• identifying the extent or spatial scale of the impact • identifying intensity or severity of the impact • identifying duration of the impact • gauging stakeholder feedback or concerns.

Unit Sector(s)

Outdoor Recreation

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Competency Field

Field Operations

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SROSCB001A SCUBA dive in open water to a maximum depth of 18 metres

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Outdoor Recreation Industry Training Package.

This unit covers the knowledge and skills to use and maintain scuba dive equipment, plan and perform scuba dives without direct supervision in open water to a maximum depth of 18 metres, and perform scuba dive rescues.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Use and maintain scuba**	1.1 Select ***scuba dive equipment*** to match diver's build

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	dive equipment	and experience
		1.2 Use ***scuba dive equipment*** to ***industry technical and safety criteria***
		1.3 Explain and demonstrate maintenance required to meet manufacturer's recommendations
		1.4 Calculate non-decompression times to ***industry technical and safety criteria***
		1.5 Demonstrate use of buoyancy control device (BCD) to establish positive, negative and neutral buoyancy
2	**Perform scuba dives to a maximum depth of 18 metres**	2.1 Describe correctly ***physics and physiology*** in relation to scuba diving and divers
		2.2 ***Consider all factors effecting site selection and*** ensure selected scuba dive site meets safety criteria of industry
		2.3 Perform ***entries to and exits from the water*** to meet ***industry technical and safety criteria***
		2.4 Maintain ***buddy system*** at all times
		2.5 Demonstrate ***emergency out of air techniques***
		2.6 Give, recognise and respond to hand signals in accordance with ***industry technical and safety criteria***
		2.7 Complete dives within ***industry accepted dive safety limits***
3	**Perform scuba dive rescues**	3.1 Explain and demonstrate ***first aid*** for potential scuba dive incidents to ***industry technical and safety criteria***
		3.2 Identify diving related ***hazards*** in relation to their causes, symptoms, effects and prevention
		3.3 Demonstrate emergency out-of-air techniques to meet ***industry technical and safety criteria***
		3.4 Demonstrate ***self and buddy rescue techniques*** to meet ***industry technical and safety criteria***

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Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of diving theory, diving equipment and industry practices and safety criteria Assessment of performance should be over a minimum of two (2) different dives covering the prescribed number of categories of the Range Statements that are applicable in the learners environment In particular, assessment must confirm the ability to apply knowledge of diving theory and practice to safely dive and perform dive rescues plan and evaluate a safe diving activity calculate repetitive diving activities using no-decompression tables participate as part of a buddy pair/team in an open water dive at depths not less than 5 metres and not to exceed 18 metres for a period not less than 20 minutes complete a safety stop at 5 metres for 3 - 5 minutes not ascend at greater than 18 metres/mi
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) SROOPS002B Plan for minimal environmental impact SROODR002A Plan outdoor recreation activities

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This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

Nil

Required knowledge and skills

Required knowledge

Physics and physiology

direct effects of pressure

buoyancy

pressure/volume relationships

air consumption

how pressure affects density

how pressure affects air spaces

indirect effects of pressure

ingassing and offgassing

decompression sickness

nitrogen narcosis

oxygen toxicity

carbon monoxide toxicity

hypo/hyperthermia

Decompression Illness (DCI)

ingassing/offgassing nitrogen

residual nitrogen

dive planning to avoid DCI

signs and symptoms of DCI

first aid

Effect of diving environment on scuba activities

tides

currents

waves and surf

water conditions

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visibilities

entry and exit points

bottom conditions

marine life

Non-decompression dive tables

Selection and preventative maintenance of scuba equipment

Diver first aid, and missing diver procedures

Underwater communication systems

Factors affecting the planning of safe diving activities

Required skills

Select, check, assemble, and don equipment

Pre-dive gear check for self and buddy

Entries and exits

Remove and replace weight belt on surface

Remove and replace equipment on surface

Give, recognise and respond to underwater signals

Dive with minimal impact on environment

Ability to swim 100 metres on the surface wearing scuba equipment

Mask and regulator removal, recovery and replacement

Use of buddy system

Buoyancy control

Underwater navigation (natural and compass)

Emergency procedures

tired diver assist

sharing air

controlled emergency swimming ascent

unconscious diver rescue

Resource implications

Physical resources - assessment of this competency requires access to

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	suitable scuba dive locations with open water scuba equipment mask fins snorkel gas cylinders regulator buoyancy control device (BCD) weights exposure suit Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must be competent in this unit but preferably be competent in the unit at the level above, i.e., SROSCB002A be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the *Standards for Registered Training Organisations*
Consistency in performance	Due to issues such as covering all the safety and rescue implications, this unit must be assessed over a minimum of two (2) different occasions in order to ensure consistency of performance over the complete Range Statements and contexts applicable to scuba diving
Context for assessment	Competency must be demonstrated in an

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	actual/real scuba dive activity and all relevant aspects of equipment use, dives and rescues should be assessed in an underwater environment (that is, dry land demonstration of competence is insufficient) Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	2	2	2	3	2	3

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace

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practices.

The three levels of performanc e (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising informatio n - Collecting information on duration and depth of dive(s) and organising it in a log book

Communic ating ideas and informatio n - Communic ating with dive buddy during dive

Planning and

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organising activities - Planning number of dives, depths and duration

Working with teams and others - Diving with a buddy

Using mathematical ideas and techniques - Calculating no-decompression limits

Solving problems - Dealing with out-of-air situations

Using technology - Using dive computers to record details of dive

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

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Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Buddy system	system where scuba divers dive in pairs, maintaining physical or visual contact at all times
Emergency out of air techniques	[all categories] alternative air source assisted ascent controlled emergency swimming ascent
Entry and exit from water	[all categories] off-shore off dive boats
Factors affecting site selection	[all categories] environmental conditions hazards access level of skill
First aid	[all categories] near drowning hypothermia hyperthermia barotrauma cramps exhaustion stings or bites from marine creatures

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Hazards	[all categories]
	squeezes
	barotrauma
	panic
	nitrogen narcosis
	decompression illnesses
	contaminated scuba air
	hypothermia
	hyperthermia
Industry accepted dive safety limits	[all categories]
	include factors such as
	ascents
	descents
	safety stop
	bearings or reciprocal bearings
	dive calculations and planning
	time
	depth
	air supply monitoring
	monitoring equipment
Industry technical and safety criteria	[knowledge of at least one category]
	as documented in the standards and procedures of accredited training agencies such as
	Professional Association of Diving Instructors (PADI)
	National Association of Underwater Instructors (NAUI)
	Scuba Schools International (SSI)
	National Association of Scuba Diving Schools (NASDS)
	Australian Underwater Scuba Instructors (AUSI)
	British Sub-Aqua Club (BSAC)

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Physics and physiology	[all categories]
	include concepts relevant to
	pressure/volume/density relationships
	temperature
	buoyancy
	respiration
Scuba dive equipment	[all categories]
	fins, mask and snorkel
	adequate exposure protection appropriate for the local diving conditions, eg, wetsuit/drysuits)
	compressed air cylinder and valve appropriate for the dive
	buoyancy control device (BCD) with low pressure inflator
	regulator, alternate air source, submersible pressure gauge, compass, timing device and depth gauge (or computer which indicates depth, time and air supply)
	weight belt and weights (the weight system may be built into the buoyancy control device (BCD))
	knife or diver's tool
	dive flag where appropriate
	emergency signalling device
	slates
Self and buddy rescue techniques	[all categories]
	surface swimming
	relieving cramps
	equipment removal
	establishing buoyancy
	calling for assistance
	buddy secured and towed 15 metres
	in-water expired air resuscitation (EAR)

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Unit Sector(s)

Not applicable.

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SRXGRO002A Deal with conflict

Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills required to deal effectively with conflict in the workplace.

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills required to deal effectively with conflict in the workplace.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

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Element	Performance Criteria
1 **Identify conflict situations**	1.1 Identify (quickly) signs and possible causes of conflict
	1.2 Determine accurately the stage of the conflict, with respect to progression and possible escalation
	1.3 Take swift and tactful action to prevent escalation
	1.4 Identify (quickly) situations where personal safety of clients or staff may be threatened and organise appropriate assistance (if required)
	1.5 Identify factors within the individual or workplace environment which relate to the developing conflict
2 **Implement conflict resolution strategies**	2.1 Take responsibility for resolving the conflict within scope of individual responsibility
	2.2 Clarify **factors and issues relevant to the conflict**
	2.3 Demonstrate correct use of **conflict resolution techniques** to manage the conflict after consideration of the particular situation
	2.4 Identify **options for resolution** of the conflict which allow for constructive responses to be negotiated and enable established work relationships to continue
	2.5 Encourage, treat with respect, and accept (where appropriate) all points of view during negotiations and discussions
3 **Use effective interpersonal skills**	3.1 Demonstrate use of effective verbal and non verbal communication during negotiations (including body language, questioning, language style, active listening and reflection)
	3.2 Provide assertive feedback, and receive feedback non-defensively during negotiations

Required Skills and Knowledge

Not applicable.

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Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered	Assessment must confirm sufficient knowledge of typical symptoms and causes of conflict in the work environment and conflict resolution techniques Assessment of performance should be over the resolution of a minimum of three (3) different conflict situations, covering the prescribed number of categories from the Range Statements Assessment must confirm the ability to apply this knowledge and appropriate techniques to identify sources of conflict in the workplace resolve a range of different conflict situations, using different options for resolution use suitable communication skills to facilitate effective discussion between all parties and achieve resolution
Interdependent assessment of units	This unit must be assessed after attainment of competency in the following unit(s) Nil This unit must be assessed in conjunction with the following unit(s) Nil For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) Nil
Required knowledge and skills	Required knowledge

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	Signs and stages of conflict in the workplace Possible causes/sources of conflict (ideational, status and power, goal conflict) Functions of conflict (functional and dysfunctional) Options for constructive responses to typical conflict situations
	Required skills Interpersonal skills Participation in small informal work groups Problem solving Ability to gather, record, and convey information
Resource implications	Physical resources - assessment of this unit of competency requires access to real or simulated work group situations access to information relevant to the workplace
	Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must be competent in this unit but preferably be competent in the unit at the level above be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**
Consistency in performance	Due to issues such as differences in conflict situations, this unit of competency must be

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	assessed over the resolution of a minimum of three (3) different conflict situations, to ensure consistency of performance over the Range Statements and contexts applicable to conflict arising in workplaces
Context for assessment	This unit of competency must be assessed in the context of responding to a conflict issue arising during a sport or recreation activity for a group of clients. For valid and reliable assessment the clients should be real, i.e., not peers, and the sport or recreation activity should be similar to those that occur in the learners work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace Assessment of this unit of competency will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES

Collect, Analyse&Organise Information	Communicate Ideas&Information	Plan&Organise Activities	Work with Others&in Teams	Use Mathematical Ideas&Techniques	Solve Problems	Use Technology
2	2	-	2	-	3	-

These levels do not relate to the Australian

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Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information - Collecting information objectively from all stakeholders involved in a conflict situation

Communic

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ating ideas and informatio n - Liaising with all stakeholder s and presenting solution-foc used ideas

Planning and organising activities - Not applicable

Working with teams and others - Collaborati vely working with people and negotiating and consulting for a resolution

Using mathemati cal ideas and techniques - Not applicable

Solving problems - Resolving conflict and/or preventing conflict from arising in a

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workplace situation

Using technology - Not applicable

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT	CATEGORIES
Conflict resolution techniques	[all categories] approaches to conflict resolution include withdrawal smoothing compromise forcing confrontation problem solving compromise majority vote arbitration

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Conflict situations	[all categories] situations may include client complaints conflicts among work colleagues conflict between clients/participants
Factors related to conflict	[all categories] factors contributing to conflict may include opposing attitudes, values, beliefs individual versus group goals workload stress limited resources
Interpersonal skills	[all categories] communication verbal non-verbal questioning listening paraphrasing negotiating feedback
Options for resolution	[all categories] win - win win - lose lose - lose
Workplace environment	[one category] sectors of the sport and recreation industry fitness sport community recreation

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outdoor recreation

Unit Sector(s)

Not applicable.

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TAADEL502B Facilitate action learning projects

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to facilitate a group to engage in action learning projects.

Application of the Unit

Action learning involves a group-based learning model in which the participants contribute their knowledge and expertise to guide the learning experience. The members learn from each other and through their experiences in participating in and directing the action learning process, guided by the trainer/facilitator.

The group may have come together for a number of reasons. They may be an existing work team or group; a class group; a network or community of practice; or a group brought together to work through a specific project, activity, issue or common interest. Action learning can be integrated into work and contribute to improvements at work.

Facilitating an action learning project requires high-level communication, interpersonal and leadership skills to continuously develop, monitor and evaluate the relevance, group interactions, structure and pace, and learning/work outcomes of the process. These skills are simultaneously used with the learners.

This unit is related to a number of training and management work functions. For example, a trainer/facilitator may use action learning facilitation skills as part of a broader training delivery strategy, or as a process for professional development with peers and colleagues, while a manager may facilitate an action learning project to achieve organisational objectives, such as a change process.

The competency specified in this unit is typically required by trainers/facilitators, teachers, coordinators/managers and consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Prepare for action learning**	1.1 The **needs of the organisation and the learners** are **researched** and confirmed
	1.2 A **facilitation guide** is developed with **stakeholders**
	1.3 **Resources** which engender a work-based action learning approach are researched and collated
	1.4 Information about the **action learning process** is distributed to all learners in the group
2 **Introduce action learning**	2.1 An **environment conducive to collaboration and safety** is set up
	2.2 **Communication and interpersonal skills** are used to welcome and engage the group
	2.3 The expectations, knowledge and expertise of individuals in the group are identified and acknowledged
	2.4 The **principles of action learning** are explained and discussed
	2.5 Anticipated objectives, outputs and outcomes, and evaluation methods are clarified and confirmed
	2.6 Resources are introduced and discussed

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3	**Facilitate action learning**	3.1 The group is guided to jointly develop and document an **action plan,** and modify as required
		3.2 Sessions are timetabled and **varied activities** are paced to suit the learning needs and **learning styles** of the participants and to maximise participation and engagement
		3.3 **Generic skill** development is encouraged through facilitated learning
		3.4 The strengths and relationships within the group are observed and extended to drive the learning experience and to maintain group dynamics
		3.5 Problem solving, contingency management and time management skills and strategies are used to address issues as they arise
		3.6 Information to assist with out of session implementation of action learning is distributed and discussed
4	**Continuously evaluate action learning**	4.1 The effectiveness of communication within the group is discussed and evaluated
		4.2 Learners are supported to **self-assess and reflect** on personal and group learning
		4.3 A range of **evaluation methods** is used to periodically evaluate and document progress against the objectives/intended outcomes of the facilitation guide
		4.4 Ongoing evaluations and reflections are synthesised and used to continuously modify or adapt action learning process and individual/group activities, as required
5	**Identify ongoing group purpose and sustainability**	5.1 Learners are supported and encouraged to determine **agreed directions and future** of the group
		5.2 Guidance is provided to address group deliberations
		5.3 The agreed directions and outcomes are defined
6	**Facilitate group evaluation**	6.1 The group's overall evaluation of the action

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		learning process is facilitated against the action plan in line with the agreed evaluation process
	6.2	The group evaluation is documented and agreed by the group
	6.3	The group is supported to promote and disseminate outcomes and any outputs/products, as appropriate
	6.4	All documentation in relation to the action learning project is filed according to organisational requirements
7 **Reflect on personal facilitation skills**	7.1	Feedback from the action learning group and other stakeholders is gathered and analysed
	7.2	Self-assessment and reflection is carried out to evaluate own performance
	7.3	Feedback on personal facilitation skills is sought from colleagues or other relevant persons
	7.4	Feedback is synthesised to determine improvements for future action learning facilitation

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they can apply organisational, communication, interpersonal and group leadership skills to effectively facilitate a group action learning project.

The trainer/facilitator must demonstrate the ability to engage and motivate the group using a variety of activities, processes or techniques to maintain the interest of all individuals. The trainer/facilitator must also demonstrate the ability to ensure all group members feel able to contribute equally and are able to mutually determine their own direction and outcomes

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within the parameters set by the work objectives.

The trainer/facilitator must maintain relevance of the group discussion and learning to the purpose of the action learning, and assist the group members to learn from each other and their experiences.

Evidence Requirements

Required knowledge includes:	learning principles, for example: adults have a need to be self-directing and decide for themselves what they want to learn adults have a range of life experience and connecting learning to experience is meaningful adults have a need to know why they are learning adults need to be respected adults prefer learning to be relevant and practical
	action learning principles, for example: a learning cycle based on planning, action, reflection and evaluation work-focused learner-directed based on mutual expertise, support and stimulation open ended solutions using learning to act differently challenging established models and approaches thinking critically
	current and emerging workplace action learning approaches, for example: communities of practice action research structured networks knowledge management theory and practices

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group learning dynamics, for example:

degrees of structure and formality

forming, storming, norming, performing and terminating

stages of development - potential, coalescing, active, dispersed, memorable

different learning styles and how to encourage and cater for them, for example:

theoretical learners

pragmatic learners

active learners

reflective learners

kinaesthetic learners

audio learners

visual learners

different learning modes or devices, for example:

audio-visual technology

written information

demonstrations

practice opportunities

group work

context in which the action learning is taking place, for example:

the organisation/industry

the site

relevant resources, organisational documents, internal/external policies/strategies/reports

change management models

evaluation and reflection methods for groups

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	and individuals and their different purposes/outcomes
	relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
	ensuring fairness of learning opportunities
	industrial relations award and other possible barriers to learning competency standards
	licensing
	industry/workplace requirements
	duty of care
	anti-discrimination including equal opportunity, racial vilification and disability discrimination
	workplace relations
	industrial awards/enterprise agreements
	National Reporting System
	OHS relating to the work role, including:
	reporting requirements for hazards
	safe use and maintenance of relevant equipment
	emergency procedures
	sources of OHS information
Required skills and attributes include:	competent use of required technology, for example:
	computers
	audio-visual equipment
	electronic whiteboard
	literacy skills to:
	write legibly and clearly
	develop a facilitation plan
	language skills to:
	effectively hypothesise, plan and influence

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others

interpret the verbal and non-verbal communication of learners, for example, resistance/reluctance, uncertainty, enthusiasm, confusion and body language

communication and interpersonal skills to:

demonstrate an open, respectful, friendly, welcoming attitude

demonstrate empathy

make people feel safe and at ease

encourage learners to succeed at their tasks

provide positive and negative feedback

explore ideas in discussion by building on others' ideas to advance discussion, and questioning others to clarify

acknowledge contribution of each group member

anticipate the direction of conversation and guide it to maintain relevance

listen effectively to identify emerging themes/issues/ideas; reiterate and paraphrase information; check for meaning and attitude

group management skills to:

guide group dynamics and ensure fair distribution of comment and participation

remain non-judgemental

work with conflict

remain objective

set up boundaries

respect physical space

maintain enthusiasm and energy

manage time

keep sessions learner-centred

manage inappropriate behaviour

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	problem solving skills to: address individual and group difficulties and issues relating to the action learning process maintain group cohesion and direction address contingencies in sessions modify scope/direction/outcomes of the action learning process
Products that could be used as evidence include:	documentation developed during facilitation evaluation information from participants activities or resources developed for a range of sessions facilitation plans action plans peer assessment documents audio/video of session self-reflection diary/journal journals and notes of learners, within confidentiality requirements
Processes that could be used as evidence include:	how group dynamics were maintained and why how the learners directed the process how communication skills were used effectively in the session how learning principles were applied
Resource implications for assessment include:	relevant workplace project or activity sufficient time with the group for completion of action learning process and cycle
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills a range of appropriate assessment methods/evidence gathering techniques is used to determine competency evidence must be gathered in the workplace whenever possible. Where no workplace is

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	available, a simulated workplace must be provided the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice assessment meets the rules of evidence a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated
Specific evidence requirements must include:	a minimum of two action learning cycles with different briefs or project outcomes that enable the outcomes, Performance Criteria, knowledge and skills to be demonstrated
Integrated assessment means that:	this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to: **TAADEL401B Plan and organise group-based delivery** **TAADEL402B Facilitate group-based learning** **TAADEL403B Facilitate individual learning** **TAADEL404B Facilitate work-based learning** **TAATAS504B Facilitate group processes**.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. 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) may also be

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included.

Needs of the organisation and the learnersmay include:	implementing relevant aspects of the organisation's strategic or business plans
	developing/implementing/embedding new ways of working/improved work practices
	addressing change/developing change management approaches
	increasing team capacity and empowerment
	developing a learning organisation
	educational background and experience in learning
	preferred learning styles
	specific needs for learning
Researchmay be undertaken through gathering/ reviewing/ investigating:	employment records/performance reviews/supervisors' reports
	organisational goals, reports and plans
	client feedback
	external reports on policies, changing nature of work and new technologies that impact on work
	learner records and information
	issues/areas of need, as discussed with internal/external peers, colleagues and work personnel
Afacilitation guide:	must outline the action learning methodology to be used
	must outline intended objective outcomes, outputs, time lines, budget, and evaluation and promotional strategies
	must identify the needs, interests and expectations of potential learners/group members
	must include proposed evaluation methods
	may require modification following research, feedback and implementation by the group members
	may include assessment criteria

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	may be developed by the trainer/facilitator
	may be developed in collaboration with others, e.g. stakeholders/peers/mentors
Stakeholdersinclude:	persons, other than the learners in the group, influenced by the action learning process, such as:
	management
	other employees/workers
	colleagues
	other learners
	clients
	enterprise/industry partners
Resourcesmay include:	identified experts, internal/external
	publications/reports
	organisational documents
	communication tools
	flip chart, white board or overhead projector
	location/facility requirements
	travel/accommodation/meeting needs
Action learning processmay involve:	work-based learning
	action research
	communities of practice
	structure or formal networks
	situated learning
	self-defined or self-managed groups
Anenvironment conducive to collaboration and safetyincludes one where:	equipment works correctly
	occupational health and safety (OHS) requirements are met
	the venue is welcoming and comfortable
	organisational support is obtained
	behavioural norms are established
Communication skillsmust include:	providing an open, warm communication style where effective verbal and body language is used

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	demonstrating a capacity to communicate clearly to facilitate the group and each individual
	using critical listening and questioning techniques
	providing constructive and supportive feedback
	accurately interpreting verbal messages
	assisting participants to paraphrase advice/instructions to the trainer/facilitator
	providing clear and concrete options/advice
Interpersonal skillsmust include:	showing respect for learners' expertise/background
	demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
	modelling facilitation and learning behaviours
	engaging in two-way interaction
	using language and concepts appropriate to cultural differences
	accurately interpreting non-verbal messages
Principles of action learninginclude:	a learning cycle based on planning, action, reflection and evaluation
	work-focused
	learning by doing and through action
	learner-directed
	based on mutual expertise, support and stimulation
	open ended solutions
	using learning to act differently
	challenging established models and approaches
	thinking critically
Theaction planmay include:	the organisational context and objectives
	the action learning methodology being used

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	expected outcomes/outputs
	formal learning and work activities
	time lines and number of meetings/sessions
	resources
	agreed evaluation methods
Varied activitiesmay include:	guiding learners to share their knowledge and expertise
	encouraging critical analyses of practices
	developing common resources/responses/strategies
	using group engagement activities, e.g. problem solving, scenario setting and questioning
	trialling ideas or processes
	reporting on tasks/activities undertaken in the workplace or out of sessions
	using a range of different activities, for example:
	written activities
	role-plays
	audio or visual activities
	practice or demonstration
	visits to other organisations, training and/or assessment organisations, worksites
Learning stylesinclude:	theorist
	pragmatist
	activist
	reflector
	kinaesthetic
	auditory
	visual
Generic skillsmay include:	Employability Skills, including:
	communication
	teamwork

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	problem solving
	initiative and enterprise
	planning and organising
	self-management
	learning
	technology
	innovation
	language, literacy and numeracy skills
Self-assess and reflectmay include:	asking critical questions about personal performance and answering them objectively and honestly
	analysing what worked and what did not work, and why
	thinking about and planning for improvement in the future
Evaluation methods may include:	formal methods such as surveys and questionnaires
	informal methods such as observations, individual and group questioning and discussions
	journal/diary
	feedback loops
Agreed directions and future may include:	identifying areas of further group work
	bringing project or group to a close
	developing new directions

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

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TAEASS301B Contribute to assessment

Modification History

Version	Comments
TAEASS301B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process.

Application of the Unit

This unit typically applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.

This unit is performed under the following conditions:

- the necessary assessment tools and assessment resources to guide the evidence collection process have been provided
- any adjustments to tools are determined by the qualified assessor (as defined by the Australian Quality Training Framework and the assessor requirements of the relevant training package), who provides guidance and supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency .	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Clarify role and responsibilities in the assessment process	1.1 Discuss and confirm ***purpose of assessment*** with ***relevant people***
	1.2 Discuss and confirm ***benchmarks for assessment*** with qualified assessor
	1.3 Access, read and clarify ***assessment plan*** with qualified assessor
	1.4 Discuss and agree with qualified assessor the specific responsibilities in gathering evidence and types of evidence to be gathered
2. Confirm organisational arrangements for evidence gathering	2.1 Access and confirm relevant ***assessment system policies and procedures;*** organisational, legal and ethical requirements; and other relevant advice on assessment
	2.2 Clarify nominated ***assessment tools*** and methods for collecting evidence with qualified assessor, to ensure that procedures to be followed and instruments to be used are clear
	2.3 Discuss and confirm with relevant people ***assessment context,*** including candidate's characteristics and any need for ***reasonable adjustments***
	2.4 Confirm and arrange ***resource requirements*** in consultation with relevant people
3. Collect evidence in accordance with the assessment plan	3.1 Explain assessment process to candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to qualified assessor prior to undertaking assessment activities
	3.2 Use ***assessment instruments*** to gather quality evidence within available time and resources, according to organisational, legal and ethical requirements
4. Record and report findings	4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to assessment system policies and procedures

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	4.2 Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment and whether evidence collected meets the rules of evidence 4.3 Document areas for improvement in collecting evidence, for future assessment activities

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- observation skills to observe candidate performance
- cognitive and interpretation skills to ensure collection of valid and reliable evidence
- organisational skills to collect evidence
- time-management skills to schedule assessment events and activities
- literacy skills to:
  - read and interpret relevant information
  - prepare required documentation and collate evidence in required format
- communication skills to:
  - discuss evidence-gathering processes with practitioners and candidates
  - provide constructive and supportive feedback
  - ask appropriate questions to clarify and confirm instructions for evidence gathering
  - provide clear and concrete options and advice.

Required knowledge

- competency-based assessment, including:
  - criterion referenced
  - competency standards as the benchmarks for assessment
  - competency-based reporting
- principles of assessment
- rules of quality evidence
- different purposes of assessment
- diversity of assessment contexts
- evidence, including different types of evidence
- evidence-gathering methods – what are assessment methods and different types of methods
- purpose and features of assessment tools and assessment plans
- potential barriers and processes relating to evidence-gathering procedures and assessment processes
- organisational assessment system policies and procedures relevant to this unit of competency

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- technical or subject area being assessed
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, and OHS considerations to be included in collecting evidence, including:
  - hazard identification and risk control measures
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use of relevant equipment
  - sources of OHS information
  - role of key workplace personnel
  - responsibilities of learners.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • carry out a minimum of three evidence-gathering activities, with different candidates for each activity • present documentation of the evidence in a clear and concise manner • present documented feedback from others involved in the assessment.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Purpose of assessment may be:	• recognise current existing competency of candidates • determine if competency has been achieved following learning • establish candidate progress towards achievement of competence • determine language, literacy and numeracy needs of candidate • certify competence through a Statement of Attainment • establish progress towards a qualification • determine training gaps of candidate • measure work performance • classify employee and support career progression • meet organisational requirements for work, such as operating equipment or developing new skills • satisfy licensing or regulatory requirements.
Relevant people must include:	• qualified assessors • candidates.
Benchmarks for assessment:	• refer to criteria against which candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
Assessment plan must include:	• purpose and aims of assessment • context of assessment • relevant benchmarks for assessment • other assessment information and documentation identified as relevant.
Assessment system policies and procedures may include:	• candidate selection • rationale and purpose of competency-based assessment • assessment records, data management and information management • recognition of current competency, recognition of prior learning and credit arrangements.
Assessment tools include:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance

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	(i.e. the assessment decision-making rules) • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.
Assessment context may include:	• environment in which assessment will be carried out • relationship between units of competency and candidate's workplace • time period over which assessment takes place.

Reasonable adjustments may include:	• taking into account candidate's language, literacy and numeracy requirements
	• providing personal support services, such as arranging for:
	  • member of the community to accompany the candidate
	  • reader
	  • interpreter
	  • attendant carer
	  • scribe
	• using adaptive technology or special equipment
	• providing flexible assessment sessions to allow for such things as fatigue or administering of medication
	• format of assessment materials, such as:
	  • in Braille
	  • in first language
	  • use of audiotape or videotape
	• making adjustments to the physical environment
	• revising proposed assessment methods and instruments
	• considering age and gender
	• considering cultural beliefs, traditional practices and religious observances.

Resource requirements may include:	• resources specific to evidence-gathering activities • access to assessors • access to policy and procedures • access to subject and technical experts • OHS requirements • plant, equipment and technology.

Assessment instruments may include:	• instruments developed by an assessor as part of formative or summative assessment activities, including:
	  • profiles of acceptable performance measures
	  • templates and proformas
	  • specific questions or activities
	  • evidence and observation checklists
	  • checklists for the evaluation of work samples

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	• recognition portfolios • candidate self-assessment materials • instruments developed elsewhere that have been modified by the assessor for use with a particular client group.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS401B Plan assessment activities and processes

Modification History

Version	Comments
TAEASS301B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system. It also includes the development of simple assessment instruments.

Application of the Unit

This unit typically applies to assessors and workplace supervisors with assessment planning responsibilities; and trainers or other assessors responsible for planning assessment, including RPL.

The unit is suitable for those with an existing assessment strategy which documents the overall framework for assessment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text*

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ELEMENT	PERFORMANCE CRITERIA
unit of competency.	*is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Determine assessment approach	1.1 Identify candidate and confirm ***purposes and context of assessment/RPL*** with relevant people according to l***egal, organisational and ethical requirements*** 1.2 Identify and access ***benchmarks for assessment/RPL*** and any specific assessment guidelines
2. Prepare the assessment plan	2.1 Determine evidence and ***types of evidence*** needed to demonstrate competence, according to the ***rules of evidence*** 2.2 Select ***assessment methods*** which will support the collection of defined evidence, taking into account the context in which the assessment will take place 2.3 Document all aspects of the ***assessment plan*** and confirm with relevant personnel
3. Develop assessment instruments	3.1 Develop ***simple assessment instruments*** to meet target group needs 3.2 Analyse ***available assessment instruments*** for their suitability for use and modify as required 3.3 ***Map assessment*** instruments against unit or course requirements 3.4 Write clear instructions for candidate about the use of the instruments 3.5 Trial draft assessment instruments to validate content and applicability, and record outcomes

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- cognitive interpretation skills to:
  - interpret competency standards and other assessment documentation, including material

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relating to reasonable adjustment
    - identify opportunities for integrated competency assessment
    - contextualise competency standards to the operating assessment environment, including RPL
    - consider access and equity needs of diverse candidates
- technology skills to use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
    - obtain competency standards, assessment tools and other relevant assessment resources
    - research candidate characteristics and any reasonable adjustment needs
    - evaluate feedback, and determine and implement improvements to processes
- literacy skills to read and interpret relevant information to design and facilitate assessment and recognition processes
- communication skills to discuss assessment, including RPL processes with clients and other assessors
- interpersonal skills to:
    - demonstrate sensitivity to access and equity considerations and candidate diversity
    - promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment processes.
- **Required knowledge**
- ethical and legal requirements of an assessor
- competency-based assessment, including:
    - work focused
    - criterion referenced
    - standards based
    - evidence based
- different purposes of assessment and different assessment contexts, including RPL
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- four principles of assessment and how they guide the assessment process
- purpose and features of evidence, and different types of evidence used in competency-based assessments, including RPL
- rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment instruments and their purpose; different types of instruments; relevance of different instruments for specific evidence-gathering opportunities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Evidence of the ability to:
	• plan and organise the assessment process on a minimum of two occasions
	• collect evidence that demonstrates:
	  • documented assessment plans
	  • having covered a range of assessment events
	  • catering for a number of candidates
	  • different competency standards or accredited curricula
	  • an RPL assessment
	  • contextualisation of competency standards and the selected assessment tools, where required
	  • incorporation of reasonable adjustment strategies
	  • development of simple assessment instruments for use in the process
	  • organisational arrangements.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

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Purposes of assessment/ RPL may include:	• recognising current existing competence of candidates • determining if competence has been achieved following learning • establishing candidate progress towards achievement of competence • determining language, literacy and numeracy needs of candidates • certifying competence through a qualification or Statement of Attainment • licensing or regulatory requirements.

Context of assessment/ RPL may include:	• environment in which the assessment/RPL will be carried out, including real or simulated workplace
	• opportunities for collecting evidence in a number of situations
	• relationships between competency standards and:
	  • evidence to support RPL
	  • work activities in the candidate's workplace
	  • learning activities
	• who carries out the assessment/RPL.

Organisational, legal and ethical requirements may include:	• assessment system policies and procedures
	• assessment strategy requirements
	• reporting, recording and retrieval systems for assessment, including RPL
	• quality assurance systems
	• business and performance plans
	• access and equity policies and procedures
	• collaborative and partnership arrangements
	• defined resource parameters
	• mutual recognition arrangements
	• industrial relations systems and processes, awards, and enterprise agreements
	• Australian Quality Training Framework
	• registration scope
	• human resources policies and procedures
	• legal requirements, including:
	  • anti-discrimination
	  • equal employment opportunity
	  • job role, responsibilities and conditions
	• relevant industry codes of practice
	• confidentiality and privacy requirements
	• OHS considerations, including:
	  • ensuring OHS requirements are adhered to during the

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	assessment process • identifying and reporting OHS hazards and concerns to relevant personnel.
Benchmarks for assessment/RPL may include:	• criterion against which the candidate is assessed or prior learning recognised, which may be: • competency standard/unit of competency • assessment criteria of course curricula • performance specifications of an enterprise or industry • product specifications.
Types of evidence may include:	• direct • indirect • supplementary.
Rules of evidence ensure that evidence collected is:	• valid • sufficient • authentic • current.
Assessment methods are the particular techniques used to gather evidence and may include:	• direct observation, for example: • real work/real time activities at the workplace • work activities in a simulated workplace environment • structured activities, for example: • simulation exercises and role-plays • projects • presentations • activity sheets • questioning, for example: • written questions, e.g. on a computer • interviews • self-assessment • verbal questioning • questionnaires • oral or written examinations (applicable at higher AQF levels) • portfolios of evidence, for example: • collection of work samples compiled by candidate • product with supporting documentation • historical evidence • journal or log book • information about life experience • review of products, for example: • testimonials and reports from employers and supervisors

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	• evidence of training • authenticated prior achievements • interview with employer, supervisor, or peer.
Assessment plan may include:	• overall planning document describing: • what is to be assessed • when assessment is to take place • where assessment is to take place • how assessment is to take place.
Simple assessment instruments may include:	• instruments developed by an assessor as part of formative or summative assessment activities, including: • profiles of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for the evaluation of work samples • recognition portfolios • candidate self-assessment materials • instruments developed elsewhere that have been modified by the assessor for use with a particular client group.
Available assessment instruments may include:	• commercially available instruments • those created by others inside the registered training organisation.
Map assessment means:	• showing a clear relationship between the evidence and the requirements of the unit.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS402B Assess competence

Modification History

Version	Comments
TAEASS402B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the competence of a candidate.

Application of the Unit

This unit typically applies to assessors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

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Elements and Performance Criteria

1. Prepare for assessment	1.1 Interpret ***assessment plan*** and confirm organisational, legal and ethical requirements for conducting assessment with relevant people 1.2 Access and interpret relevant ***benchmarks for assessment*** and nominated ***assessment tools*** to confirm the requirements for evidence to be collected 1.3 Arrange identified material and physical resource requirements according to assessment system policies and procedures 1.4 Organise ***specialist support*** required for assessment 1.5 Explain, discuss and agree details of the assessment plan with candidate
2. Gather quality evidence	2.1 Use agreed ***assessment methods*** and instruments to gather, organise and document evidence in a format suitable for determining competence 2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence 2.3 Determine opportunities for evidence gathering in actual or simulated activities through consultation with the candidate and relevant personnel 2.4 Determine opportunities for integrated assessment activities and document any changes to assessment instruments where required
3. Support the candidate	3.1 Guide candidates in gathering their own evidence to support recognition of prior learning (RPL) 3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to ***individual differences*** and enables two-way ***feedback*** 3.3 Make decisions on reasonable adjustments with the candidate, based on candidate's needs and characteristics 3.4 Access required specialist support in accordance with the assessment plan 3.5 Address any OHS risk to person or equipment immediately
4. Make the assessment decision	4.1 Examine collected evidence and evaluate it to ensure that it reflects the evidence required to demonstrate competence 4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence 4.3 Make assessment decision in line with agreed assessment procedures and according to agreed assessment plan 4.4 Provide clear and constructive feedback to candidate regarding

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	the assessment decision and develop any follow-up action plan required
5. Record and report the assessment decision	5.1 Record assessment outcomes promptly and accurately 5.2 Complete and process an assessment report according to agreed assessment procedures 5.3 Inform other relevant parties of the assessment decision according to confidentiality conventions
6. Review the assessment process	6.1 Review the assessment process in ***consultation*** with relevant people to improve own future practice 6.2 Document and record the review according to relevant assessment system policies and procedures

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analysis and interpretation skills to:
  - break down competency standards
  - interpret assessment tools and other assessment information, including those used in RPL
  - identify candidate needs
  - make judgements based on assessment of available evidence
- observation skills to:
  - recognise candidate's prior learning
  - determine candidate's performance
  - identify when candidate may need assistance during the assessment processes
- research and evaluation skills to:
  - access required human and material resources for assessment
  - access assessment system policies and procedures
  - access RPL policies and procedures
  - evaluate evidence
  - evaluate assessment process
- cognitive skills to:
  - weigh up the evidence and make a judgement
  - consider and recommend reasonable adjustments
- decision-making skills to:
  - recognise a candidate's prior learning

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    - make a decision on a candidate's competence
- literacy skills to:
    - read and interpret relevant information to conduct assessment
    - prepare required documentation and records or reports of assessment outcomes in required format
- communication and interpersonal skills to:
    - explain the assessment, including RPL process
    - give clear and precise instructions
    - ask effective questions
    - provide clarification
    - discuss process with other relevant people
    - give appropriate feedback
    - discuss assessment outcome
    - use language appropriate to candidate and assessment environment
    - establish a working relationship with candidate.

Required knowledge

- competency-based assessment, including:
    - vocational education and training as a competency-based system
    - criterion-referenced assessment as distinct from norm-referenced assessment
    - competency standards as the basis of qualifications
    - structure and application of competency standards
    - principles of assessment and how they are applied
    - rules of evidence and how they are applied
    - range of assessment purposes and assessment contexts, including RPL
    - different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs
    - reasonable adjustments and when they are applicable
    - types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
    - potential barriers and processes relating to assessment tools and methods
    - assessment system, including policies and procedures established by the industry, organisation or training authority
- RPL policies and procedures established by the organisation
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector, such as:
    - copyright and privacy laws in terms of electronic technology
    - security of information

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  - plagiarism
  - training packages and competency standards
  - licensing requirements
  - industry and workplace requirements
  - duty of care under common law
  - recording information and confidentiality requirements
  - anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination
  - workplace relations
  - industrial awards and enterprise agreements
- OHS responsibilities associated with assessing competence, such as:
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use and maintenance of relevant equipment
  - sources of OHS information.
-

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• assess competence of a number of candidates within the vocational education and training context against different units of competency or accredited curricula, following the relevant assessment plan
	• assess at least one candidate for RPL
	• consider reasonable adjustment and the reasons for decisions in at least one assessment
	• cover an entire unit of competency and show:
	  • the application of different assessment methods and instruments involving a range of assessment activities and events
	  • two-way communication and feedback
	  • how judgement was exercised in making the assessment decision
	  • how and when assessment outcomes were recorded and reported

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	• assessment records and reports completed in accordance with assessment system and organisational, legal and ethical requirements • how the assessment process was reviewed.
Context of and specific resources for assessment	Evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Assessment plan may include:	• overall planning, describing:
	  • what is to be assessed
	  • when assessment is to take place
	  • where assessment is to take place
	  • how assessment is to take place.

Benchmarks for assessment:	• refer to a criterion against which the candidate is assessed • may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.
Assessment tools include:	• the learning or competency unit(s) to be assessed • the target group, context and conditions for the assessment • the tasks to be administered to the candidate • an outline of the evidence to be gathered from the candidate • the evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules) • the administration, recording and reporting requirements • the evidence of how validity and reliability have been tested and built into the design and use of the tool.

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Specialist support may include:	• assistance by third party, such as carer or interpreter • support from specialist educator • provision of developed online assessment activities • support for remote or isolated candidates and assessors • support from subject matter or safety experts • advice from regulatory authorities • assessment teams and panels • support from lead assessors • advice from policy development experts.

Assessment methods include:	• particular techniques used to gather different types of evidence, such as:
	  • direct observation
	  • structured activities
	  • oral or written questioning
	  • portfolios of evidence
	  • review of products
	  • third-party feedback.

Individual differences may include:	• English language, literacy and numeracy barriers • physical impairment or disability • intellectual impairment or disability • medical condition that may impact on assessment, such as arthritis, epilepsy, diabetes and asthma • learning difficulties • mental or psychological disability • religious and spiritual observances • cultural images and perceptions • age • gender.
Feedback may include:	• ensuring assessment/RPL process is understood • ensuring candidate concerns are addressed • enabling questions and answers • confirming outcomes • identifying further evidence to be provided • discussing action plans • confirming gap training needed • providing information regarding available appeal processes • suggesting improvements in evidence gathering and

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	presentation.
Consultation may involve:	• moderation with other assessors, or training and assessment coordinators • discussions with client, team leaders, managers, RPL coordinators, supervisors, coaches and mentors • technical and subject experts • English language, literacy and numeracy experts.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEASS403B Participate in assessment validation

Modification History

Version	Comments
TAEASS403B	Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to participate in an assessment validation process.

Application of the Unit

This unit typically applies to those participating in assessment validation. It does not address leading the validation process.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

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Elements and Performance Criteria

1. Prepare for validation	1.1 Discuss and confirm the approach to validation according to defined purposes, context, and relevant ***assessment system policies and procedures***
	1.2 Analyse relevant ***benchmarks for assessment*** and agree on the evidence needed to demonstrate competence
	1.3 Arrange ***materials*** for ***validation activities***
2. Contribute to validation process	2.1 Demonstrate active ***participation*** in validation sessions and activities using appropriate communication skills
	2.2 Participate in validation sessions and activities by applying the principles of assessment and rules of evidence
	2.3 Check all documents used in the validation process for accuracy and version control
3. Contribute to validation outcomes	3.1 Collectively discuss validation findings to support improvements in the quality of assessment
	3.2 Discuss, agree and record recommendations to improve assessment practice
	3.3 Implement changes to own assessment practice, arising from validation

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- planning skills to participate in validation activities within agreed timeframes
- problem-solving skills to identify information that is inconsistent, ambiguous or contradictory
- evaluation skills to:
  - determine evidence requirements from competency standards
  - review assessment process, tools and methods
  - review collected evidence
- communication skills to share information in validation meetings.

Required knowledge

- how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competence, including:
  - criterion-referenced assessment as distinct from norm-referenced assessment

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  - various reasons for carrying out validation and the different approaches to validation that may be appropriate before, during and after assessment
  - critical aspects of validation, including validation of assessment processes, methods and products
  - relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment
  - legal and ethical requirements of assessors, particularly in relation to validation activities
- principles of assessment
- rules of evidence.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • actively participate in a minimum of two validation sessions or meetings which, in combination, address the critical aspects of validation using different validation approaches and activities • clearly explain purposes of validation and the legal and ethical responsibilities of assessors • collate documentation relating to validation process in a logical manner • demonstrate communication and liaison with relevant people • provide feedback and interpret documentation in validation sessions • record contribution to validation findings.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • assessment reports and records • other documentation relevant to validation.
Method of assessment	
Guidance information	

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for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

Assessment system policies and procedures may include:	• candidate selection • rationale and purpose of competency-based assessment • assessment records, and data and information management • recognition of current competency, recognition of prior learning and credit arrangements • assessment reporting procedures • assessment appeals • candidate grievances and complaints • validation • evaluation and internal audit • costs and resourcing • access and equity, and reasonable adjustment • partnership arrangements • links with human resource or industrial relations system • links with overall quality management system.
Benchmarks for assessment:	• refers to criterion against which the candidate is assessed • may be one or more units of competency or assessment criteria of course curricula.
Materials may include:	• assessment tools • samples of collected evidence • documentation outlining the basis of assessment decisions • reports and records of assessment decisions • samples of benchmarks of appropriate evidence • Assessment Guidelines of the relevant training packages • information from the evidence guide of the relevant units of competency.

Validation activities may include:	• analysing and reviewing:
	  • assessment tools
	  • collected evidence
	  • assessment decisions and records of assessment outcomes

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	• other aspects of assessment policies, processes and outcomes • recording evidence of validation processes and outcomes.
Participation may include comparison and evaluation of:	• assessment practices • assessment plans • interpretation of units of competency • assessment methods and instruments • assessment decisions • collected evidence.

Unit Sector(s)

Assessment

Custom Content Section

Not applicable.

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TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about ***learner characteristics*** and learning needs 1.2. Confirm a ***safe learning environment*** 1.3. Gather and check ***instruction and demonstration objectives*** and seek assistance if required 1.4. Access and review relevant ***learning resources*** and ***learning materials*** for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of ***details*** regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any ***OHS procedures*** and requirements prior to and during training 2.4. Use ***delivery techniques*** to structure, pace and enhance learning 2.5. Apply ***coaching*** techniques to assist learning 2.6. Use communication skills to provide information,

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ELEMENT	PERFORMANCE CRITERIA
	instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use ***measures*** to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- verbaland non-verbal communication techniques, such as:
  - asking relevant and appropriate questions
  - providing explanations
  - demonstrating
  - using listening skills
  - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
  - identify hazards
  - conduct prestart-up checks if required
  - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning

- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning programs and plans
  - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - engage, motivate and connect with learners
  - provide constructive feedback
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  - recognise and be sensitive to individual difference and diversity
- observation skills to:
  - monitor learner acquisition of new skills, knowledge and competency requirements
  - assess learner communication and skills in interacting with others
  - identify learner concerns
  - recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

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REQUIRED SKILLS AND KNOWLEDGE
procedures • risk controls for the specific learning environment

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• carry out aminimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
	  • different learning objectives
	  • a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
Safe learning environment may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.

Instruction and demonstration objectives may include:	• competencies to be achieved
	• generic and technical skills, which may be:
	  • provided by the organisation
	  • developed by a colleague
	  • individual or group objectives
	  • learning outcomes.

Learning resources may include:	• any material used to support learning, such as:
	  • learner and user guides
	  • trainer and facilitator guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• a variety of formats
	• those produced locally
	• those acquired from other sources.

Learning materials may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
Details may include:	• location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

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RANGE STATEMENT	
OHS procedures may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
Delivery techniques may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
Coaching may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
Measures may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TAEDEL401A Plan, organise and deliver group-based learning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning program developed by someone else, and structuring the learning around that program.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret learning environment and delivery requirements	1.1. Access, read and interpret ***learning program documentation*** to determine delivery requirements 1.2. Use available information and documentation to identify group and individual learner needs and learner characteristics 1.3. Identify and assess constraints and risks to delivery 1.4. Confirm personal role and responsibilities in planning and delivering training with relevant personnel
2. Prepare session plans	2.1. Refine existing learning objectives according to program requirements and specific needs of individual learners 2.2. Develop ***session plans*** and document these for each segment of the learning program 2.3. Use knowledge of learning principles and theories to generate ideas for managing session delivery
3. Prepare resources for delivery	3.1. Contextualise existing learning materials to meet the needs of the specific learner group 3.2. Finalise learning materials and organise facility, technology and equipment needs in time for delivery of learning sessions 3.3. Confirm overall delivery arrangements with relevant personnel
4. Deliver and facilitate training sessions	4.1. Conduct each session according to session plan, modified where appropriate to meet learner needs 4.2. Use the diversity of the group as another resource to

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ELEMENT	PERFORMANCE CRITERIA
	support learning 4.3. Employ a range of delivery methods as training aids to optimise learner experiences 4.4. Demonstrate effective facilitation skills to ensure effective participation and group management
5. Support and monitor learning	5.1. Monitor and document learner progress to ensure outcomes are being achieved and individual learner needs are being met 5.2. Make adjustments to the delivery sessions to reflect specific needs and circumstances 5.3. Manage ***inappropriate behaviour*** to ensure learning can take place 5.4. Maintain and store learner records according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- presentation skills to ensure delivery is engaging and relevant, including:
  - synthesising information and ideas
  - preparing equipment, such as data projectors and computer presentation applications
  - speaking with appropriate tone and pitch
  - using language appropriate to audience
  - encouraging and dealing appropriately with questions
- group facilitation skills to ensure that:
  - every individual has an opportunity for participation and input
  - group cohesion is maintained
  - behaviour that puts others at risk is observed, interpreted and addressed
  - discussion and group interaction are enhanced
- conflict resolution and negotiation skills to:
  - identify critical points, issues, concerns and problems
  - identify options for changing behaviours
- oral communication and language skills to:

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REQUIRED SKILLS AND KNOWLEDGE
• motivate learners to transfer skills and knowledge • engage with the learner • interpersonal skills to maintain appropriate relationships and ensure inclusivity • observation skills to monitor individual and group progress
Required knowledge

• introductory knowledge of learning theories
• sound knowledge of learning principles
• sound knowledge of learner styles
• industry area and subject matter of the delivery
• learner group profile, including characteristics and needs of individual learners in the group
• content and requirements of the learning program and/or delivery plan
• different delivery methods and techniques appropriate to face-to-face group delivery
• techniques for the recognition and resolution of inappropriate behaviours
• behaviours in learners that may indicate learner difficulties
• organisational record-management systems and reporting requirements
• evaluation and revision techniques
• specific resources, equipment and support services available for learners with special needs
• relevant policy, legal requirements, codes of practice and national standards, including commonwealth and state or territory legislation that may affect training and assessment in the vocational education and training sector
• OHS relating to the facilitation of group-based learning, including:
  • assessment and risk control measures
  • reporting requirements for hazards
  • safe use and maintenance of relevant equipment
  • emergency procedures
  • sources of OHS information
  • role of key workplace persons
• policies and procedures relevant to the learning environment

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• facilitate group-based learning by preparing and delivering a series of training sessions, including:
	  • at least two consecutive sessions, of a duration commensurate with a substantive training session (e.g. 40-60 minutes), that follow one of the learning program designs
	  • at least one session delivered to a different learner group, with evidence of how the characteristics and needs of this group were addressed
	• identify and respond to diversity and individual needs
	• access and use documented resources and support personnel to guide inclusive practices.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided. Assessment must ensure access to: • training products, such as training packages and accredited course documentation.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	

Learning program documentation may include:	• competencies or other benchmarks to be achieved
	• for each chunk or segment of the learning program:
	  • specific learning outcomes derived from the benchmarks
	  • overview of content to be covered
	  • learning resources, learning materials and activities
	  • delivery methods
	• number and duration of training sessions or classes required, and overall timelines
	• OHS issues to be addressed in delivery
	• identification of assessment points to measure learner progress
	• assessment methods and tools to be used to collect evidence of competency, where assessment is required.

Session plans may include:	• outline of objectives and content to be addressed • plan of delivery methods and learning activities to be used within the session • timelines and duration for each learning activity • formative assessment points and opportunities • learning materials required.
Inappropriate behaviour may include:	• violent or inappropriate language • verbal or physical abuse or bullying • insensitive verbal or physical behaviour towards other learners or the trainer/facilitator, including cultural, racial, disability or gender-based insensitivities • dominant or overbearing behaviour • disruptive behaviour • non-compliance with safety instructions.

Unit Sector(s)

Unit sector	Delivery and facilitation

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TAEDEL402A Plan, organise and facilitate learning in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish effective work environment for learning	1.1. Establish and agree upon objectives and scope of the work-based learning 1.2. Analyse work practices and routines to determine their effectiveness in meeting established learning objectives 1.3. Identify and address ***OHS implications*** of using work as the basis for learning
2. Develop a work-based learning pathway	2.1. Address ***contractual requirements*** and responsibilities for learning at work 2.2. Arrange for integration and monitoring of external learning activities with the ***work-based learning pathway*** 2.3. Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1. Identify context for learning and individual's learning style 3.2. Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner 3.3. Develop, document and discuss ***individualised learning plan*** with learner 3.4. Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the learning environment 3.5. Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure

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ELEMENT	PERFORMANCE CRITERIA
	learner's health and safety
4. Implement work-based learning pathway	4.1. Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.2. Explain objectives of work-based learning and the processes involved to learner 4.3. Encourage learner to take responsibility for learning and to self-reflect 4.4. Develop techniques that facilitate learner's transfer of skills and knowledge
5. Maintain and develop the learning/facilitation relationship	5.1. Prepare for each session 5.2. Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development 5.3. Observe learner cues and change approaches where necessary to maintain momentum 5.4. Practise ***ethical behaviour*** at all times 5.5. Monitor effectiveness of the learning/facilitation relationship through regular meetings between the parties
6. Close and evaluate the learning/facilitation relationship	6.1. Carry out the closure smoothly, using appropriate interpersonal and communication skills 6.2. Seek feedback from learner on the outcomes achieved and value of the relationship 6.3. Evaluate and document process, including ***impact***, ***self evaluation and reflection***, and file according to legal and organisational requirements
7. Monitor and review the effectiveness of the work-based learning pathway	7.1. Document work performance and learning achievement and keep records according to organisational requirements 7.2. Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used 7.3. Recommend improvements to work-based practice in light of the review process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- oral communication and language skills to:
  - motivate the learner
  - transfer skills and knowledge
- interpersonal skills to maintain appropriate relationships
- observation skills to monitor individual progress
- literacy skills to:
  - read and interpret organisational documents, legal documents and contracts
  - complete and maintain documentation
- organisational skills to provide guidance and feedback to individuals
- communication skills, including:
  - using effective verbal and non-verbal language
  - using critical listening and questioning techniques
  - giving constructive and supportive feedback
  - assisting learners to paraphrase advice or instructions back to the trainer/facilitator
  - providing clear and concrete options and advice
  - using appropriate industry/profession terminology and language
  - ensuring language, literacy and numeracy used is appropriate to learners

Required knowledge

- systems, processes and practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture, including industrial relations environment
- systems for identifying skill needs
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
  - visual learners
  - audio learners
  - kinaesthetic learners
  - theoretical learners
- relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, including:
  - hazards relating to the industry and specific workplace
  - reporting requirements for hazards and incidents

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REQUIRED SKILLS AND KNOWLEDGE
• specific procedures for work tasks • safe use and maintenance of relevant equipment • emergency procedures • sources of OHS information

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare and facilitate work-based learning
	• provide evidence of a minimum of two examples of developing work-based learning pathways, that include:
	  • identifying needs for learning
	  • analysing work practices, work environment and work activities
	  • organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes
	• provide a minimum of two examples of a learning facilitation relationship being conducted:
	  • with different individuals
	  • demonstrating communication skills and flexibility
	  • demonstrating one or more of the processes or techniques identified.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

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EVIDENCE GUIDE	
	Assessment must ensure access to information about work activities.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
OHS implications may include:	• OHS obligations • workplace OHS policies and procedures • ensuring work practices, routines and proposed changes do not pose a risk to learners and others.
Contractual requirements may include:	• training plans under apprenticeships/traineeships • requirements of government-funded training programs, such as Workplace English Language and Literacy (WELL).
Work-based learning pathway may include:	• identifying specific goals for work-based learning • identifying job tasks or activities to be included in learning process • appropriate sequencing of job tasks/activities to reflect learner incremental development • direct guidance and modelling from experienced co-workers and experts • opportunities for practice.
Individualised learning plan may include:	• information about individual's learning style, learner characteristics, and the context for learning • clear boundaries and expectations of the learning/facilitation relationship • documented equity or additional support needs for the learner

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RANGE STATEMENT	
	• performance benchmarks to be achieved • activities and processes which together will achieve the benchmarks.
Ethical behaviour includes:	• trust • integrity • privacy and confidentiality of the session • following organisational policies • knowing own limitations • having a range of other intervention referrals ready when needed • honesty • fairness to others.
Impact may be:	• successful achievement, rate of achievement, or lack of achievement of identified goals • achievement of other outcomes as a result of the relationship • development of new goals • new or increased motivation to learn • greater capacity to learn • increase in learner's self-confidence.

Self-evaluation and reflection may include:	• asking critical questions about:
	  • own ability
	  • what worked or didn't work
	  • how the relationship building process could be improved
	• reviewing records and journals on sessions and critically evaluating own performance
	• reviewing feedback from learner and identifying critical aspects and areas for improvement.

Unit Sector(s)

Unit sector	Delivery and facilitation

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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TDMMB4507A MONITOR CONDITION AND SEAWORTHINESS OF A SMALL VESSEL UP TO 24 METRES

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to monitor the condition an seaworthiness of a small commercial vessel up to 24 metres, including awareness of the fundamental principles of vessel construction, load-lines conditions of assignment, structural elements to restrain fires, design characteristics that contribute to watertight integrity, and regulatory requirements for seaworthiness.**

Application of the Unit

Application of the unit	The unit has applications in the qualification for a Coxswain and Master 5 on a small commercial vessel up to 24 m in length operating in coastal waters, i.e. Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain) and Certificate III in Transport&Distribution (Coastal Maritime Operations - Master Class 5).

Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant State and Territory maritime regulations and the National Standard for Commercial Vessels.

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Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor the condition of a small vessel up to 24 m	a Work to monitor condition and seaworthiness of the vessel is planned and carried out in accordance with procedures and safety regulations b Where required, vessel is slipped as per standard operating procedures c Coverage and frequency of checks and inspections on the vessel complies with the procedures d Checks of the integrity of the vessel's hull are correctly carried out e Action taken in anticipation of environmental changes is timely and appropriate to the change f Action taken in emergency situations is appropriate to the significance of the situation and ensures maintenance of watertight integrity g Precautions are taken to ensure that vessel and on-board powered equipment is operated in accordance with manufacturer's instructions and regulations

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ELEMENT	PERFORMANCE CRITERIA
2 Identify and explain the structural components and material of a small vessel	a Basic structural components are correctly identified b Reasons for deteriorated hull and fittings are identified and explained c Basic understanding of the properties and application of common materials used in small vessel construction is demonstrated and applied when operating a small vessel

ELEMENT	PERFORMANCE CRITERIA
3 Rectify identified problems with the condition of the vessel	a Any deterioration of the vessel's hull or structure is identified either in the water or on a slipway and reported to relevant personnel and appropriate action is initiated to fix the identified problem b Repairs and corrosion control are initiated and coordinated in accordance with procedures and manufacturer's instructions c Communication with others concerning the condition and seaworthiness of the vessel and related action is clear, concise and made at a suitable time and place d Records of problems identified and actions taken are complete, accurate and comply with requirements.

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant State and Territory regulations applicable to small coastal vessels up to 24 m

2 Relevant OH&S legislation and policies

3 Procedures for the checking and inspecting the seaworthiness of a small vessel up to 24 m

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REQUIRED KNOWLEDGE

4 Standard operating procedures for slipping a small vessel up to 24 m

5 The principal stresses which act on the structure of a small vessel up to 24 m

6 Principles and procedures to ensure the watertight integrity of hull of a small vessel up to 24 m in both normal and emergency situations

7 Damage control measures that may be required to maintain the integrity of the hull in a range of typical emergency situations that could occur on a small vessel up to 24 m

8 Procedures for the initiation and coordination of repair and/or replacement on board a small vessel up to 24 m

9 Repairs and corrosion control measures, including surface preparation and painting and antifouling on small vessels up to 24 m

10 Safety, environmental and hazard control precautions and procedures relevant to inspection and maintenance operations, including recommended precautions as per Australian Standard on Entry into Confined Spaces (AS2865)

11 A basic understanding of the properties and application of materials used in the construction of small vessels up to 24 m

12 Construction, layout and subdivision requirements of various types of small vessels up to 24 m

13 Records that must be maintained concerning the seaworthiness of a small vessel up to 24 m

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Use basic verbal communication skills required when monitoring the condition and seaworthiness of a small vessel up to 24 m

2 Read, interpret and apply basic instructions, stability book, vessel plans and specifications relevant to monitoring the condition and seaworthiness of a small vessel up to 24 m

3 Work safely and collaboratively with others when monitoring the condition and seaworthiness of a small vessel up to 24 m

4 Select and use equipment as per operating instructions

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5 Recognise faulty equipment and components and take appropriate action

6 Recognise routine problems when monitoring the condition and seaworthiness of a small vessel up to 24 m and take appropriate action

7 Adapt to changes in equipment and procedures in the workplace

8 Follow required work schedule as per company requirements

9 Follow all required OH&S procedures and precautions when monitoring the condition and seaworthiness of a small vessel up to 24 m

10 Secure a small vessel up to 24 m before it puts to sea

11 Slip a small vessel up to 24 m

12 Check and inspect the seaworthiness and watertight integrity of a small vessel up to 24 m

Evidence Guide

Evidence Guide

TDMMB4507A MONITOR CONDITION AND SEAWORTHINESS OF A SMALL VESSEL UP TO 24 METRES

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Monitor and evaluate the condition and seaworthiness of a small vessel up to 24 m under both on the water and on a slip b Identify any deterioration of the vessel's hull, structure or equipment c Take appropriate preventative and remedial action to maintain the security and watertight integrity of the vessel's hull d Initiate and coordinate maintenance, repair or replacement of faulty or damaged equipment or structure as per procedures and manufacturer's instructions

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Evidence Guide

TDMMB4507A MONITOR CONDITION AND SEAWORTHINESS OF A SMALL VESSEL UP TO 24 METRES

	e Exercise all required safety, environmental and hazard control precautions and procedures during inspection and maintenance operations, including required precautions and procedures for entry into a confined space f Communicate effectively with others when taking action to maintain the seaworthiness of the vessel
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 carrying out routine and emergency monitoring of a small vessel's seaworthiness both on the water and during slipping of the vessel 2 identifying and evaluating problems concerning the condition of a vessel and the integrity of its hull and determining suitable courses of action 3 initiating and coordinating any required repair or maintenance activities to ensure the seaworthiness of a vessel 4 applying precautions during monitoring, repair and maintenance operations c Shows evidence of application of relevant workplace procedures, including: 1 relevant maritime regulations 2 OH&S regulations and hazard prevention policies and procedures 3 job procedures and work instructions 4 relevant manufacturer's guidelines relating to the seaworthiness the vessel 5 procedures to protect the integrity and security of the vessel's hull

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Evidence Guide (continued)

TDMMB4507A MONITOR CONDITION AND SEAWORTHINESS OF A SMALL VESSEL UP TO 24 METRES

2	**Evidence required for demonstration of consistent performance (continued)**	d Action is taken promptly to report and/or rectify problems with the seaworthiness of a vessel and the integrity of its hull e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among crew and others
3	**Context of assessment**	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4	**Specific resources required for assessment**	Access is required to opportunities to: a participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to monitor the condition and the seaworthiness of a small vessel up to 24 m in a range of operational situations; and/or b assist in maintaining the seaworthiness of a vessel in a range of operational situations either: i using a suitable simulator over an appropriate range of simulated loading and operational situations

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Evidence Guide (**continued**)

TDMMB4507A MONITOR CONDITION AND SEAWORTHINESS OF A SMALL VESSEL UP TO 24 METRES

	ii in appropriate practical situations on an operational commercial or training small vessel up to 24 m

Range Statement

Range Statement

TDMMB4507A MONITOR CONDITION AND SEAWORTHINESS OF A SMALL VESSEL UP TO 24 METRES

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	**SCOPE**
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with the relevant maritime regulations applicable to monitoring the condition and seaworthiness of a small vessel up to 24 m
b. Work is performed:	1 within a defined range of operations and routine procedures, with responsibility for own outputs in relation to specified quality standards and some responsibility for others
c. Work involves:	1 the conduct of routine monitoring of condition and seaworthiness of a vessel and the specification of solutions to a defined range of typical problems concerning deterioration of a vessel's hull, structure and equipment
d. Work requires:	1 some discretion and judgement in initiating action to report and rectify identified problems with the condition and seaworthiness of the vessel
2. WORKSITE ENVIRONMENT	

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Range Statement **TDMMB4507A MONITOR CONDITION AND SEAWORTHINESS OF A SMALL VESSEL UP TO 24 METRES**	
a Vessel may include:	1 any small Australian commercial vesselup to 24 m
b Seaworthiness of a vessel must be maintained:	1 by day or night in both normal and emergency situations 2 under any possible conditions of sea, weather and loading 3 while underway 4 during berthing and unberthing operations 5 in port 6 in slip or dock 7 while anchoring or mooring

Range Statement (**continued**) **TDMMB4507A MONITOR CONDITION AND SEAWORTHINESS OF A SMALL VESSEL UP TO 24 METRES**	
VARIABLE	**SCOPE**
c Action taken to monitor the condition and seaworthiness of a small vessel up to 24 m (**within limits of responsibility**) **may include**:	1 routine inspections 2 checks prior to departure 3 checks on completion of a voyage 4 checks on completion of maintenance activities 5 checks in anticipation of a change in sea and weather conditions 6 testing of tanks to check watertight integrity 7 checks during an emergency which may have caused damage or changes to the seaworthiness of the vessel

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Range Statement (**continued**) **TDMMB4507A MONITOR CONDITION AND SEAWORTHINESS OF A SMALL VESSEL UP TO 24 METRES**	
d Repair and maintenance procedures for a small vessel up to 24 m (**within limits of responsibility**) **may include**:	1 repairs to equipment, components, hull and vessel's structure 2 surface preparation and painting 3 antifouling 4 lubrication 5 replacement of faulty equipment or components 6 preparations and precautions prior to entry into any confined space
e Sources of information and documentation may include:	1 relevant maritime regulations applicable to monitoring the condition and seaworthiness of a small vessel up to 24 m 2 procedures for monitoring of condition and seaworthiness of small vessels 3 vessel and equipment manufacturer's instructions, plans, specifications and recommended procedures 4 vessel stability book 5 vessel survey documentation 6 safety management system 7 instructions of relevant maritime authorities related to the seaworthiness of small vessels up to 24 m 8 maintenance schedules and records 9 relevant codes of practice

Range Statement (**continued**) **TDMMB4507A MONITOR CONDITION AND SEAWORTHINESS OF A SMALL VESSEL UP TO 24 METRES**	
VARIABLE	**SCOPE**

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Range Statement (**continued**) **TDMMB4507A MONITOR CONDITION AND SEAWORTHINESS OF A SMALL VESSEL UP TO 24 METRES**	
f **Applicable regulations and legislation may include**:	1 relevant sections of NSCV and regulations of State and Territory marine authorities related to the operation of a small vessel up to 24 m 2 relevant Commonwealth, State and Territory OH&S legislation

Unit Sector(s)

Not applicable.

Field

Field B Equipment Checking and Maintenance

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMC707C APPLY SEAMANSHIP SKILLS AND TECHNIQUES WHEN OPERATING A SMALL VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR:

This unit involves the seamanship skills, knowledge and techniques required when operating a small commercial vessel within the limits of responsibility of a coxswain, i.e. a vessel of less than 12 metres in length within inshore limits (within 15 nm).

This includes splicing ropes; using ropes and chains; maintaining ropes, wire and chain; rigging gear and loads; operating winches and windlasses; safe handling hawsers and moorings; stowing and securing anchors for sea; securing vessel for rough weather; maintaining watertight integrity; lashing and securing equipment; and towing and being towed.

This unit has been retitled but covers the same functions as previous unit*TDMMC701C Apply seamanship skills and techniques when operating a small domestic vessel*.

Application of the Unit

Application of the unit	The unit has applications in qualifications for Coxswains on commercial vessels of up to 12 metres in length operating within inshore limits, i.e. Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain). This includes but is not limited to the manoeuvring of small passenger vessels, charter vessels, tourist craft, fishing vessels, etc.

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Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory requirements for a Coxswain. This includes applicable sections of State/Territory maritime licensing and regulatory requirements and the National Standard for Commercial Vessels (NSCV).and the USL Code.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
.	.
1 Use and maintain ropes, wire and chains	a Knots, hitches and bends using fibre and synthetic ropes are correctly made and used in the course of deck operations on board vessel b Eye splices and short splices are made in fibre and synthetic rope in accordance with established nautical practice c Rope, wire and chains are checked and maintained in accordance with company procedures and manufacturer's instructions d Breaking strain and safe working loads of ropes are determined and applied as load limits in the course of deck

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ELEMENT	PERFORMANCE CRITERIA
	operations

TDMMC707C APPLY SEAMANSHIP SKILLS AND TECHNIQUES WHEN OPERATING A SMALL VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

ELEMENT	PERFORMANCE CRITERIA
1 **Use and maintain ropes**, **wire and chains** (**continued**)	e Loads are correctly handled using appropriate ropes, chains and rigging gear in accordance with regulations f Rigging gear is checked prior to use and/or going to sea and faulty gear reported and replaced or repaired g Maximum load limits are determined and applied when lifting equipment and loads using ropes, chains, wires and other rigging gear h Lines are made up in preparation for berthing of vessel i Lines are handled as required to assist in berthing and unberthing a vessel j A warping winch/drum is used to heave in surge and veer lines k Berthing lines are turned up and secured to bitts, staghorns and cleats as required l Moorings and hawsers are safely handled as per established nautical practice
2 **Operate anchor equipment**, **winches and windlasses**	a Anchors cables and deck fittings are correctly identified and selected for use when required b Anchor tasks are carried out in accordance with established nautical practice c Vessel is prepared and anchored in varying weather

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ELEMENT	PERFORMANCE CRITERIA
	conditions d Anchor is weighed and vessel proceed in varying weather conditions e Winches, capstans and windlasses (as appropriate) are checked and prepared for operation prior to use f Winches, capstans and windlasses (as appropriate) are safely operated to carry out deck operations in accordance with operational requirements an d manufacturer's instructions
3 Tow and be towed	a Preparations for towing are safely made in accordance with established nautical practice b Correct towing procedures and precautions are applied when towing and being towed

TDMMC707C APPLY SEAMANSHIP SKILLS AND TECHNIQUES WHEN OPERATING A SMALL VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

ELEMENT	PERFORMANCE CRITERIA
4 Secure a small vessel for sea	a Accommodation spaces and personnel facilities on board the vessel are checked for cleanliness, hygiene and tidiness and correctly secured for sea in accordance with established procedures and tourism or operational standards b Equipment and items on deck and in equipment and galley spaces are secured in accordance with regulatory requirements c Watertight integrity of vessel is checked and appropriate action is taken to prepare for prevailing and forecast weather and sea conditions
5 Apply	a Rope types and common areas of use are correctly identified

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ELEMENT	PERFORMANCE CRITERIA	
seamanship skills and techniques	b	Reef knots, bowlines, sheet bends, clove hitches, round turns and two half hitches are correctly identified, explained and demonstrated
	c	Procedures for eye splicing a fibre/synthetic rope end and joining two rope ends are demonstrated in accordance with the rope manufacturer's recommendations
	d	Common whippings are demonstrated
	e	A sea anchor is rigged to control a specified rate and direction of drift and or angle to sea and also for emergency steering and to prevent broaching

TDMMC707C APPLY SEAMANSHIP SKILLS AND TECHNIQUES WHEN OPERATING A SMALL VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant sections of applicable maritime regulations

2 Relevant OH&S legislation and policies as they relate to small vessel deck operations

3 Parts of a small vessel and the materials, fittings and equipment used in a small vessel.

4 Names of lines used from various parts of a vessel and the various ways a vessel is made fast to a wharf

5 Procedures for berthing and unberthing a small vessel

6 Types of anchors, cables and associated deck fittings in common use on small vessels and their purpose

7 Procedures involved in anchor work on a small vessel

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REQUIRED KNOWLEDGE

8 Procedures for checking and operating winches, windlasses and capstans during vessel operations

9 Methods of making appropriate reports by visual and verbal means to others on board during vessel operations

10 Types of knots, bends and hitches in common use, their applications and limitations, and methods of tying them using synthetic and fibre rope of varying construction and size

11 Procedures for splicing synthetic and fibre rope

12 Factors involved in rope deterioration and maintenance requirements for different types of rope

13 Procedures for checking the watertight integrity of a small vessel

14 Methods of securing a vessel before it puts to sea

15 Procedures for stowing galley appliances, food utensils, containers and supplies for sea

16 Procedures for checking and securing personnel accommodation and facilities prior to putting to sea

17 Maritime communication techniques

18 Procedures for the checking and inspecting a vessel's seaworthiness

19 Basic knowledge of fishing operations (where applicable)

TDMMC707C APPLY SEAMANSHIP SKILLS AND TECHNIQUES WHEN OPERATING A SMALL VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Use basic verbal communication skills required when operating a small domestic vessel

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REQUIRED SKILLS

2 Read, interpret and apply basic instructions relevant to operations on a small domestic vessel

3 Work safely and collaboratively with others during operations on a small domestic vessel

4 Select and use ropes and equipment as per operating instructions

5 Recognise faulty or worn ropes and equipment and take appropriate action as per operating instructions

6 Recognise routine problems during operations on a small domestic vessel and take appropriate action

7 Tie knots and demonstrate rope handling skills as required in vessel operations

8 Adapt to changes in equipment and procedures in the workplace

9 Follow required work schedule as per company requirements

10 Follow all required OH&S procedures and precautions when operating a small domestic vessel

11 Secure a vessel before it puts to sea

12 Check and inspect a vessel's seaworthiness and watertight integrity

Evidence Guide

Evidence Guide

TDMMC707C APPLY SEAMANSHIP SKILLS AND TECHNIQUES WHEN OPERATING A SMALL VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to	Assessment must confirm appropriate knowledge and skills to: a Organise and carry out deck operations in accordance with

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The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

demonstrate competency in this unit		established standards of good seamanship
	b	Exercise all required safety and hazard control procedures
	c	Communicate effectively with others during deck and vessel operations
	d	Carry out fishing operations (where applicable)
2 Evidence required for demonstration of consistent performance	a	Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	b	Consistently applies underpinning seamanship knowledge and skills when:
		1 carrying out deck operations, anchor work and securing a vessel for sea
		2 towing and being towed
		3 applying safety precautions relevant to deck operations
		4 assessing watertight integrity of the vessel and the security of vessel's equipment and spaces
	c	Shows evidence of application of relevant workplace procedures, including:
		1 relevant maritime regulations
		2 OH&S regulations and hazard prevention policies and procedures
		3 job procedures and work instructions
		4 relevant manufacturer's guidelines relating to the use of ropes, wires, cables, anchors, deck equipment and machinery, including instructions on equipment capability and limitations
		5 on-board housekeeping processes
	d	Action is taken promptly to report accidents, safety incidents and operational problems

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The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

	e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among crew and others

Evidence Guide (**continued**)

TDMMC707C APPLY SEAMANSHIP SKILLS AND TECHNIQUES WHEN OPERATING A SMALL VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4Specific resources required for assessment	Access is required to opportunities to: a a suitable range of appropriately simulated operational situations for a small commercial vessel; and/or b demonstrate carry out seamanship skills and techniques when operating a small vessel within inshore limits

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Range Statement

Range Statement

TDMMC707C APPLY SEAMANSHIP SKILLS AND TECHNIQUES WHEN OPERATING A SMALL VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	SCOPE
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with the relevant maritime and OH&S regulations
b. Work is performed:	1 within defined operational procedures, with responsibility for own outputs and limited responsibility for others in achieving the specified quality of small vessel operations
c. Work involves:	1 It involves the organisation and conduct of a range of specified deck operations for a small commercial vessel
2. WORKSITE ENVIRONMENT	
a Vessel may include:	1 small fishing and trading vessels engaged on coastal voyages
b Deck operations may be carried out:	1 by day or night in normal operational situations 2 under normal and adverse conditions of sea and weather 3 during berthing and unberthing operations 4 while berthed alongside 5 while anchoring or mooring 6 while towing and being towed

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

c Deck operationson a small vessel (dependent upon limits of responsibility) may include:	1 using and maintaining ropes, wires and chains 2 splicing natural fibre and synthetic ropes 3 cleanliness, hygiene and tidiness of accommodation and facilities 4 checking the watertight integrity of the vessel 5 checking the securing deck, engineering and accommodation spaces prior to going to sea 6 assisting in anchor work

Range Statement (**continued**)

TDMMC707C APPLY SEAMANSHIP SKILLS AND TECHNIQUES WHEN OPERATING A SMALL VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

VARIABLE	SCOPE
c Deck operationson a small vessel (dependent upon limits of responsibility) may include: (**continued**)	7 working mooring lines and assisting in the mooring of the vessel 8 checking and operating winches, capstans and windlasses 9 checking and using ropes, chains and rigging gear when lifting loads, including the determination of safe working loads 10 towing arrangements 11 anchoring methods (listed separately below) 12 fishing operations 13 using sea anchors
d Anchor work	1 clearing away an anchor ready for letting go

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VARIABLE	SCOPE
on a small vessel (dependent upon limits of responsibility) may include:	2 letting go an anchor and laying out cable 3 weighing anchor 4 securing an anchor for sea 5 assessing when a vessel is brought up and is riding to the anchor 6 assessing when an anchor is aweigh 7 operating a winch, windlass and/or capstan as required for anchor work
e Documentation and recordsmay include:	1 relevant regulations 2 safety management system 3 vessel's operational plan 4 vessel manufacturer's instructions and recommended procedures 5 codes of practice 6 instructions of relevant maritime authorities
f Applicable legislation, regulations and codes may include:	1 relevant sections of regulations of State and Territory marine authorities and NSCV and USL Code 2 relevant Commonwealth, State and Territory OH&S legislation

Unit Sector(s)

Not applicable.

Field

Field MC Manoeuvring Vessel

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Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMC907C MANOEUVRE A DOMESTIC VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to manoeuvre a commercial vessel within limits of responsibility of a coxswain, i.e. a vessel of less than 12 metres in length within inshore limits (within 15 nm). This includes berthing, mooring and anchoring operations and manoeuvring during emergencies and exceptional circumstances.** **This unit has been retitled but covers the same functions as previous unit TDMMC901B*Manoeuvre a domestic vessel of less than 12 metres in length operating within inshore limits***

Application of the Unit

Application of the unit	The unit has applications in qualifications for Coxswains on commercial vessels of up to 12 metres in length operating within inshore limits, i.e. Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain).

Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory requirements for a Coxswain. This includes applicable sections of State/Territory maritime licensing and regulatory requirements and the National Standard for Commercial Vessels (NSCV).and the USL Code.

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Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
.	.
1 Manoeuvrethe vesselin normal conditions	a Manoeuvres are made to safely progress the operation and keep the vessel in safe water b Vessel's heading is maintained within acceptable limits as per the requirements of the manoeuvre, weather, tide, headreach and stopping distances c Alterations of heading or power are smooth and controlled d Communication is clear, concise and acknowledged according to good seamanship e Vessel propulsion units are controlled as required to progress the operation and complement steering movements f Safe operating limits of vessel propulsion and steering systems are not exceeded

TDMMC907C MANOEUVRE A DOMESTIC VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

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ELEMENT	PERFORMANCE CRITERIA
1 Manoeuvre the vessel in normal conditions (**continued**)	g Adequate resources are organised prior to and during operations h Appropriate action is taken to minimise wash and to prevent damage to the marine environment
2 Manoeuvre the vessel during exceptional circumstances and emergencies	a Appropriate manoeuvres are safely made during the emergency or exceptional circumstance and to keep the vessel in safe water b Vessel's heading is maintained within acceptable limits with respect to the requirements of the manoeuvre, the nature of the emergency or exceptional circumstance and the existing sea, tide and weather conditions c Risks to the vessel and the safety of persons on board are assessed during manoeuvres and appropriate risk minimisation strategies developed and applied d Alterations of heading or power are appropriate to the emergency or exceptional situation e Appropriate action is taken in the event of an emergency to maintain the safety of the vessel and those on board and any other vessels and persons involved f Communication during the emergency is clear, concise and acknowledged at all times

TDMMC907C MANOEUVRE A DOMESTIC VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

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REQUIRED KNOWLEDGE

1 Relevant maritime regulations

2 Manoeuvring and propulsion characteristics for vessels of less than 12 metres in length operating, including stopping distances and turning circles at various draughts, speeds and loading

3 Effects of displacement and planing hulls on manoeuvring characteristics of small power driven vessels

4 Principles of stability and trim in a small vessel and the disposition of passengers and/or cargo required to maintain stability and trim within safe limits

5 Manoeuvring problems for vessels of less than 12 metres in length and appropriate action and solutions

6 Methods for controlling vessel speed and direction

7 Effects on manoeuvres of wind, currents and bottom topography

8 Effects of vessel wash on other waterways users and the environment

9 Characteristics of entrance bars and knowledge of manoeuvres for crossing those bars

10 Principles for avoiding being caught in severe weather conditions

11 Characteristics of adverse weather and sea conditions and the related precautions and manoeuvring techniques that should be applied to maintain the control and stability of the vessel

12 Requirements of the International Regulations for Preventing Collisions at Sea and other regulations set by local authorities

13 Maritime communication techniques

14 Relevant OH&S legislation and policies

TDMMC907C MANOEUVRE A DOMESTIC VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

REQUIRED SKILLS

This describes the basic skills required for this unit.

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REQUIRED SKILLS

1 Communicate effectively with other personnel and passengers during vessel manoeuvres

2 Read and interpret vessel manufacturer's instructions on vessel operation

3 Read and interpret vessel marine regulations, rules and instructions concerning small vessel operations

4 Collect, manage and interpret information required for the safe navigation of the vessel

5 Plan the timing and sequence of vessel operations to be appropriate to the prevailing circumstances, sea and weather conditions and any navigational hazards

6 Work collaboratively with other shipboard personnel and passengers during vessel operations

7 Make appropriate estimates and calculations required during the course of vessel operations (e.g. fuel,

distance, speed, time, etc.)

8 Determine appropriate procedures to allow for interaction effects with passing vessels

9 Recognise the effects of interaction with passing vessels and various operational situations such as squat, shallow water and narrow channel on vessel's handling and determine appropriate manoeuvring action required

10 Operate the vessel in accordance with manufacturer's instructions

11 Turn the vessel in various operational situations

12 Manoeuvre the vessel with minimal wash

Evidence Guide

Evidence Guide

TDMMC907C MANOEUVRE A DOMESTIC VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

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The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Manoeuvre a vessel of less than 12 metres in length within inshore limits: 1 in normal and emergency situations and adverse weather conditions 2 during berthing and unberthing operations 3 while anchoring or mooring 4 when beaching and refloating a vessel 5 while crossing coastal bars b Exercise all required safety and hazard control procedures when manoeuvring a vessel of less than 12 metres in length within inshore limits c Identify manoeuvring problems and take appropriate action d Communicate effectively with others during manoeuvring operations
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 completing defined manoeuvring operations 2 identifying and evaluating manoeuvring problems and determining appropriate courses of action 3 applying safety precautions relevant to manoeuvring operations 4 assessing operational capability of vessel and propulsion plant and equipment c Shows evidence of application of relevant workplace procedures, including:

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	1 relevant maritime regulations 2 OH&S regulations and hazard prevention policies and procedures 3 job procedures and work instructions 4 manufacturer's guidelines relating to the use of propulsion and other on-board equipment, including information on capability and limitations
	d Action is taken promptly to report accidents and navigational incidents

Evidence Guide (**continued**)

TDMMC907C MANOEUVRE A DOMESTIC VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

2 Evidence required for demonstration of consistent performance (**continued**)	e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among crew and others
3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel

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4Specific resources required for assessment	Access is required to opportunities to: a manoeuvre a working or training vessel of less than 12 metres in length in an appropriate range of normal and real or simulated emergency inshore situations, including normal and adverse weather conditions; and/or b operate a suitably realistic small vessel simulator over an appropriate range of simulated manoeuvring situations and weather conditions

Range Statement

Range Statement

TDMMC907C MANOEUVRE A DOMESTIC VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	SCOPE
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with the relevant sections of the NSCV/USL Code dealing with vessels of less than 12 metres
b. Work is performed:	1 to defined procedures/methods either individually or in a team environment
c. Work involves:	1 the use of some discretion and judgement in the application of fundamental nautical principles and known manoeuvring techniques across a variety of operational contexts for vessels of less than 12 metres operating within inshore limits
2. WORKSITE ENVIRONMENT	
a Vessel may include:	1 any commercial vessel of less than 12 metres in length operating up to or within sheltered waters or inshore limits

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

b	**Propulsion units may be**:	1 inboard or outboard and may include single or twin propeller systems
c	**Manoeuvres may be carried out**:	1 by day or night in both normal and emergency situations 2 under normal and adverse conditions of weather and tide 3 during berthing and unberthing operations 4 while anchoring or mooring 5 when beaching and refloating a vessel 6 while crossing coastal bars
d	**Manoeuvres may include**:	1 berthing and unberthing 2 berthing in a pen 3 mooring or anchoring

Range Statement (**continued**)

TDMMC907C MANOEUVRE A DOMESTIC VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

VARIABLE		**SCOPE**
d	**Manoeuvres may include**: (**continued**)	4 handling vessel in shallow water, rivers, estuaries and restricted waters 5 steering astern 6 use of inboard or outboard propulsion systems 7 towing and being towed
e	**Manoeuvres**	1 at open water

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VARIABLE	SCOPE
may occur within in-shore limits, **including**:	2 in tidal streams 3 in confined waters 4 in proximity to other vessels that are berthed, at anchor, underway but stopped, or underway and making way, particularly large vessels 5 on or near bars
f Emergencies may include:	1 loss of propulsion or steering 2 person overboard 3 collision 4 grounding 5 cyclones or severe weather or when hove to 6 fire or flooding on board vessel 7 dragging an anchor and clearing a foul anchor 8 loss of manoeuvrability in seas or when crossing bars 9 machinery or power breakdown
g Special handling techniques required in adverse weather may include:	1 manoeuvring in the face of strong winds, high sea state, heavy swell and surf 2 keeping a vessel out of the trough of the sea 3 lessening drift 4 assisting a vessel in distress 5 incidental towing operations 6 launching rescue boats and survival craft 7 taking on board survivors from rescue boats and survival craft

Range Statement (**continued**)

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TDMMC907C MANOEUVRE A DOMESTIC VESSEL WITHIN THE LIMITS OF RESPONSIBILITY OF A COXSWAIN

VARIABLE	SCOPE
h Documentation and recordsmay include:	1 operational instructions 2 navigational charts 3 relevant maritime regulations 4 vessel's log 5 vessel manufacturer's instructions and recommended procedures 6 instructions of relevant maritime authorities 7 OH&S instructions and regulations
i Applicable legislation, regulations and codes may include:	1 relevant sections of the State and Territory maritime regulations and the NSCV/USL Code 2 International Regulations for Preventing Collisions at Sea 3 relevant Commonwealth, State and Territory OH&S legislation

Unit Sector(s)

Not applicable.

Field

Field MC Manoeuvring Vessel

Relationship to other units

Relationship to	The unit may be assessed in conjunction with other units that

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other units	relate to the functions of the occupation(s) concerned.

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TDMME1107A CONTRIBUTE TO EFFECTIVE COMMUNICATIONS AND TEAMWORK ON A COASTAL VESSEL

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to contribute to effective communications and a teamwork on board a coastal vessel**, **including communicating effectively with others**, **performing allocated duties and observing expected standards of work and behaviour on board a vessel**.

Application of the Unit

Application of the unit	The unit relates has application for General Purpose Hand, Coxswain, Master 5 and Master 4 and Marine Engine Drivers Grades 3, 2 and 1, i.e. Certificate I in Transport&Distribution (Maritime Operations), Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain), Certificate III in Transport&Distribution (Coastal Maritime Operations - Master 5), Certificate IV in Transport&Distribution (Coastal Maritime Operations - Master 4), Certificate II in Transport&Distribution (Marine Engine Driving - Grade 3), Certificate III in Transport&Distribution (Marine Engine Driving - Grade 2), and Certificate IV in Transport&Distribution (Marine Engine Driving - Grade 1).

Licensing/Regulatory Information

Licensing/legislative requirements	Relevant maritime regulations applicable to the type of vessel concerned

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Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
.	.
1 Communicate with others in course of work	a Instructions are attended to, interpreted and implemented b Effective reading and listening skills are demonstrated c Questions are used to gain additional information d Verbal and written communication with others in the performance of duties is clear and precise and follows established communications practice e Misunderstandings in communications are avoided using appropriate confirmation techniques f Various forms of non-verbal communication are appropriately used when working and communicating with others in the course of duties

TDMME1107A CONTRIBUTE TO EFFECTIVE COMMUNICATIONS AND TEAMWORK ON BOARD A COASTAL VESSEL

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ELEMENT	PERFORMANCE CRITERIA
2 Contribute to teamwork and work standards on board avessel	a Work is carried out individually and in association with others in accordance with established performance standards b Assistance and encouragement are provided to others in workplace activities c Feedback on assessed work performance is acknowledged, discussed and acted upon d Personal skills and knowledge are developed through on-board training and other means to ensure an effective contribution to work activities e Employment conditions are known, understood and followed f Individual rights and responsibilities on board a vessel are known, understood and fulfilled, including allowance for any cross cultural differences and differences in personal interests, beliefs and lifestyles g Appropriate action is taken to avoid and prevent harassment of others h Drug and alcohol abuse are avoided as required by company and vessel's policy and procedures and regulatory requirements
3 Resolveconflicts	a Conflict situations are recognised and appropriate assistance is sought to resolve the conflict with the personnel involved in accordance with vessel's procedures b An appropriate contribution is made to action to solve conflicts by actively participating in conflict resolution procedures

TDMME1107A CONTRIBUTE TO EFFECTIVE COMMUNICATIONS AND TEAMWORK ON BOARD A COASTAL VESSEL

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Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant codes of practice, policies and procedures related to communications and teamwork on a coastal vessel

2 Basic communication techniques, including barriers to effective communication and how to overcome them

3 Standard terms used when communicating with others on a coastal vessel

4 Anti-discrimination and harassment policies and regulations

5 Industrial award requirements related to personnel responsibilities, obligations and entitlements

6 Instructions and procedures for social behaviour, shipboard work and emergency situations

7 Principles of effective interaction with crew and passengers on board a vessel, including recognising differences, active promotion of anti-discrimination and avoidance of harassment.

8 Conflict resolution and mediation strategies and techniques used on board vessels

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Listen to and interpret verbal instructions, and information concerning work activities

2 Read and interpret written instructions and procedures relevant to work activities on board a coastal vessel

3 Collaborate with other crew members in the course of work activities

4 Interpret and apply established communication practices, including standard marine terms and phrases

5 Identify interpersonal problems that may arise during operations on a vessel and take appropriate action to resolve problems identified

6 Take action to avoid discrimination and harassment and report any identified incidents in accordance with policies and regulations

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Evidence Guide

Evidence Guide

TDMME1107A CONTRIBUTE TO EFFECTIVE COMMUNICATIONS AND TEAMWORK ON BOARD A COASTAL VESSEL

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Communicate effectively with others as part of work activities b Read and interpret signs and instructions relevant to duties and responsibilities c Carry out assigned duties to established standards d Maintain required standards of behaviour on a vessel e Contribute to the resolution of shipboard conflicts f Identify typical communication and teamwork problems and take appropriate action
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 communicating on board a vessel 2 carrying out assigned duties to established standards 3 maintaining required standards of behaviour on a vessel 4 contributing to the resolution of shipboard conflicts 5 identifying typical communication and teamwork problems and taking appropriate action

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The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

c Shows evidence of application of relevant workplace procedures, including:

1 job procedures and work instructions

2 relevant regulations policies and procedures

3 safety management system and procedures (where applicable)

d Action is taken promptly to report and/or rectify communication and interpersonal problems in accordance with established procedures

e Work is completed systematically with required attention to detail

f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions between crew and others

Evidence Guide (**continued**)

TDMME1107A CONTRIBUTE TO EFFECTIVE COMMUNICATIONS AND TEAMWORK ON BOARD A COASTAL VESSEL

3 Context of assessment

a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations

b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation:

1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and

2 Appropriate practical assessment must occur:

i at the registered training organisation; and/or

ii on an appropriate working or training vessel

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4 Specific resources required for assessment	Access is required to opportunities to: a participate in a range of role plays, case studies and/or other simulated practical and knowledge assessments that demonstrate the skills and knowledge to contribute to effective communications and teamwork on board a vessel; and/or b contribute to an effective communications and teamwork on board an operational commercial vessel

Range Statement

Range Statement

TDMME1107A CONTRIBUTE TO EFFECTIVE COMMUNICATIONS AND TEAMWORK ON BOARD A COASTAL VESSEL

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	SCOPE
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with the relevant maritime regulations
b. Work is performed:	1 as a member of a crew within defined work standards and procedures, with some responsibility for self and others in achieving the prescribed outcomes
c. Work involves:	1 the application of established standards to work on board a vessel. Contribution to effective communication and teamwork with others on board a coastal vessel is involved
2. WORKSITE ENVIRONMENT	

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

a	**Vessel may include**:	1 any coastal commercial vessel
b	**Work responsibilities may include**:	1 compliance with performance standards for work activities 2 effective and timely completion of assigned duties 3 compliance with conditions of employment 4 monitoring of own work performance 5 participation in assigned training, shipboard drills and assessment 6 contribution to the resolution of shipboard conflicts 7 implementation of anti-discrimination and harassment policies 8 avoidance of drug and alcohol abuse
b	**Communications may include**	1 written, verbal and non-verbal communications with crew and others in the course of normal duties, including communication with persons with limited ability to communicate in English

Range Statement (**continued**)

TDMME1107A CONTRIBUTE TO EFFECTIVE COMMUNICATIONS AND TEAMWORK ON BOARD A COASTAL VESSEL

VARIABLE		**SCOPE**
c	**Communication problems may include**:	1 misunderstanding 2 limited ability of others to communicate in English 3 noisy environments or communications situations

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VARIABLE	SCOPE
	4 illegible writing or print 5 use of non-standard terms 6 incorrect assumption that message has been received and/or correctly understood
d Documentation and recordsmay include:	1 work instructions 2 relevant company procedures and policies 3 safety management system (where applicable) 4 work and safety signs and symbols 5 training materials available on a vessel 6 equal employment policies and regulations 7 instructions of relevant maritime authorities
e Applicable legislation, regulations and codes may include:	1 relevant sections of State or Territory maritime regulations 2 relevant sections of AMSA Marine Orders 3 IMO STCW 95 Convention and Code 4 relevant international, Commonwealth, State and Territory OH&S legislation 5 ISM Code (where applicable) 6 Australian equal employment legislation and related policies 7 relevant International Labour Conventions and measures

Unit Sector(s)

Not applicable.

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Field

Field L Human Resources

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMME507B TRANSMIT AND RECEIVE INFORMATION BY MARINE RADIO OR TELEPHONE

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to transmit and receive information by marine radio or telephone on board a commercial vessel, including using marine VHF and HF radiotelephone in accordance with regulations, carrying out user maintenance and fault finding procedures on radio equipment and power supplies, and operating an emergency position indicating radio beacon (EPIRB) and a search and rescue transponder (SART).**

Application of the Unit

Application of the unit	The unit has applications in qualifications for Coxswains and Masters of commercial vessels requiring proficiency in the use of marine radio and telephone equipment to transmit and receive information to and from shore and vessel-based operators.

Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations and certification requirements as specified in *Marine Orders, Part 6, Marine Radio Qualifications, Issue 5*

Pre-Requisites

Not applicable.

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Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate VHF and HF Radio equipment to transmit and receive messages	a Types of radiotelephony equipment are selected and operated within limits of specifications b Radio equipment is operated to transmit and receive various types of signal as per manufacturer's instructions, established radio operation procedures and regulatory requirements c Regulations and procedures applicable to vessel stations equipped with radiotelephony and digital selective calling (DSC) facilities are applied during radio communication d OH&S procedures and hazard control strategies are applied when operating radio equipment in accordance with vessel's ISM Code safety management system
2 Maintain and fault-find radio equipment	a Routine maintenance checks are carried out on radiotelephony equipment in accordance with manufacturer's instructions and specifications and company procedures

ELEMENT	PERFORMANCE CRITERIA
2 Maintain and fault-find	b Out-of-specification performance and faults in radio equipment are correctly identified and investigated using

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ELEMENT	PERFORMANCE CRITERIA
radio equipment (**continued**)	prescribed fault finding techniques as per established user maintenance procedures and manufacturer's instructions c Identified faults and defective radio equipment and component parts are rectified or replaced as per manufacturer's instructions and established maintenance procedures
3 Access search and rescue radio facilities	a Application is made to the appropriate organisation for the provision of the required search and rescue services b Information required by AUSREP (Australian ship reporting) system is supplied in the required format
4 Deploy and operate an EPIRB and a SART	a Routine checks are carried out on emergency position indicating radio beacons (EPIRBs) and search and rescue transmitters (SARTs) to confirm their operational capability in accordance with manufacturer's instructions and specifications b Appropriate action is taken to rectify or replace EPIRBs or SARTs that are found to be malfunctioning or are inoperable in accordance with manufacturer's instructions and company procedures c Emergency position indicating radio beacons (EPIRBs) and search and rescue transmitters (SARTs) are deployed as required in accordance with manufacturer's instructions and established search and rescue procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Sections of relevant regulations related to marine radio communication

2 Different types of marine radio equipment, their features, applications, operating characteristics and operating procedures

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REQUIRED KNOWLEDGE

3 Basic principles and procedures for marine radio communication

4 Purpose for and procedures for the monitoring of calling and working frequencies

5 Radio calling, replying and relaying procedures

6 Purpose of silence periods when operating radio equipment

7 Limitations on the performance of different types of marine radio equipment

8 Methods of communicating vessel position

9 Hazards associated with radio transmission and the repair and maintenance of radio equipment and related hazard control measures and OH&S regulations.

10 A basic understanding of the Australian marine search and rescue system

11 Procedures for the transmitting and decoding of the phonetic alphabet excluding the figure code

12 Operational checks, including:

- a checking of radio performance
- b testing fuses
- c measuring capacity of batteries and the specific gravity of the electrolyte
- d measuring on and off load voltage.

13 Typical radio equipment faults and defects and related fault finding techniques and remedial procedures

14 Procedures for deploying and operating EPIRBs and SARTs

15 Typical radio communication problems and appropriate action and solutions

16 Procedures for keeping records of radio communication

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Communicate effectively with others during radio communication

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REQUIRED SKILLS

2 Read and interpret radio equipment instructions

3 Read and interpret marine radio regulations, rules and instructions

4 Use the phonetic alphabet

5 Keep records of radio communication

6 Work collaboratively with other shipboard personnel and passengers

7 Recognise typical faults and problems with radio equipment and take appropriate action

8 Adapt to changes in radio equipment and related procedures

9 Operate radio equipment in accordance with manufacturer's instructions

10 Conduct operational checks on radio equipment

11 Apply OH&S procedures and precautions when using and checking radio equipment

Evidence Guide

Evidence Guide

TDMME507B TRANSMIT AND RECEIVE INFORMATION BY MARINE RADIO OR TELEPHONE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Operate VHF and HF radio equipment to transmit and receive messages b Maintain and fault-find radio equipment c Access search and rescue radio facilities

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Evidence Guide

TDMME507B TRANSMIT AND RECEIVE INFORMATION BY MARINE RADIO OR TELEPHONE

	d Deploy and operate an EPIRB and a SART e Maintain records of radio communication
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 operating VHF and HF radio equipment to transmit and receive messages 2 maintaining and fault finding radio equipment 3 accessing search and rescue radio facilities 4 deploying and operating an EPIRB and a SART 5 identifying and evaluating radio communication problems and determining appropriate courses of action 6 maintaining records of radio communication c Shows evidence of application of relevant workplace procedures, including: 1 relevant sections of maritime regulations pertaining to radio operation 2 OH&S procedures and legislation 3 job procedures and work instructions 4 guidelines relating to the use of radio communication equipment d Action is taken promptly to report radio communication problems in accordance with established procedures e Work is completed systematically with required attention to detail

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Evidence Guide TDMME507B TRANSMIT AND RECEIVE INFORMATION BY MARINE RADIO OR TELEPHONE	
	f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions between crew and others

Evidence Guide (continued) TDMME507B TRANSMIT AND RECEIVE INFORMATION BY MARINE RADIO OR TELEPHONE	
3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a demonstrate performance in suitably simulated radio communication activities and exercises covering a range of normal and emergency radio communication situations that are typically experienced on a vessel; and/or b use radio communication in an appropriate range of operational situations on board an operational commercial or training vessel

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Range Statement

Range Statement

TDMME507B TRANSMIT AND RECEIVE INFORMATION BY MARINE RADIO OR TELEPHONE

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	SCOPE
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with the relevant sections of the Radio Regulations adopted by the World Administrative Radio Conference for the Mobile Service (1987), and maritime regulations
b. Work is performed:	1 relatively independently under broad operational requirements, with limited accountability and responsibility for self and others in achieving the prescribed outcomes
c. Work involves:	1 the application of principles of marine radiotelephony to accurately transmit and receive messages. Use of correct procedures for transmitting and receiving of signals using HF and VHF equipment, as well as deployment and operation of satellite EPIRBs and SARTs is required. Limited accountability and responsibility for self and others in achieving the outcomes is involved
d. Work requires:	1 the accurate and consistent use and user maintenance of radio equipment to send and receive messages and signals under normal and emergency situations in accordance with international and national radio regulations
2. WORKSITE ENVIRONMENT	
a Radio and radiotelephony communication may be carried	1 in both normal and emergency situations using shipboard HF and VHF radio equipment, Emergency Position Indicating Radio Beacons (EPIRBs) and SARTs

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Range Statement

TDMME507B TRANSMIT AND RECEIVE INFORMATION BY MARINE RADIO OR TELEPHONE

out:	
b Radio and radiotelephony communication may be carried out:	1 by day or night in both normal and emergency situations 2 under any possible conditions of weather 3 while underway 4 while anchored or moored

Range Statement (**continued**)

TDMME507B TRANSMIT AND RECEIVE INFORMATION BY MARINE RADIO OR TELEPHONE

VARIABLE	**SCOPE**
c Radio equipment may include:	1 radiotelephony transceiving equipment, including i medium frequency/high frequency equipment (MF/HF) ii very high frequency equipment (VHF) 2 digital selective calling (DSC) equipment 3 emergency position indicating radio beacon (EPIRB) 4 search and rescue transmitter (SART) 5 batteries 6 aerials 7 electrical and radio cable connections 8 electrical fuses

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Range Statement (**continued**)

TDMME507B TRANSMIT AND RECEIVE INFORMATION BY MARINE RADIO OR TELEPHONE

d	**Radio communication may include**:	1 normal vessel-to-vessel service 2 normal vessel-to-shore service 3 on-demand service 4 auto seaphone service 5 auto seaphone 999 service 6 distress 7 urgency 8 safety 9 navigational 10 medical advice 11 emergency position signals
e	**Organisations with whom radio communication may be conducted may include**:	1 coast stations 2 limited coast stations 3 private shore stations 4 volunteer coast guard stations. 5 search and rescue coordination centre location and operator 6 state police forces 7 company bases 8 fishing organisations and cooperatives

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Range Statement (**continued**)

TDMME507B TRANSMIT AND RECEIVE INFORMATION BY MARINE RADIO OR TELEPHONE

VARIABLE	SCOPE
f Available radio services may include:	1 medical advice services 2 search and rescue 3 AUSREP 4 public correspondence
g EPIRB frequencies may include:	1 406 MHz 2 121.5/243 MHz
h Documentation and records may include:	1 sections of IMO STCW 95 Code concerning radio communication 2 sections of AMSA Marine Orders concerning radio communication 3 radiotelephony regulations 4 radio communication log 5 radio equipment manufacturer's specifications and instructions 6 records of radio communication
i Applicable legislation, regulations and codes may include:	1 relevant sections of maritime regulations 2 Radio Regulations adopted by the World Administrative Radio Conference for the Mobile Service (1987). 3 Australian radio communication legislation, including: i Australian Communications Authority Act ii Radiocommunications Act (1992)

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Range Statement (**continued**) **TDMME507B TRANSMIT AND RECEIVE INFORMATION BY MARINE RADIO OR TELEPHONE**	
	iii Telecommunications Act iv Telecommunications (Transitional Provisions&Consequential Amendments) Act

Unit Sector(s)

Not applicable.

Field

Field E Communication

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMF1007B PROVIDE ELEMENTARY FIRST AID

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR:

This unit involves the skills and knowledge required to provide elementary first aid on board a vessel or at another maritime workplace, including the performance of immediate lifesaving first aid until qualified medical assistance is available; the recognition of the symptoms and signs of acute illness and/or injury and the taking of appropriate action; the correct management of wounds and bleeding, burns, and bone and muscle injuries; and the adaptation of first aid procedures for remote situations.

The unit is consistent with competency requirements set for the St John Ambulance National Senior Level First Aid Certificate or Level 2 First Aid Certificate

Application of the Unit

Application of the unit	The unit has applications in qualifications for all maritime deck and engineering occupations and covers mandatory requirements for elementary first aid for a range of maritime workers, including from deckhands and integrated ratings to marine engine drivers, masters, engineers. It also has application in qualifications for shoreside linespersons.

Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory minimum requirements for elementary first aid required for all seafarers and also shoreside linespersons. This includes applicable sections of international, Commonwealth,

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	State and Territory Maritime licensing and regulatory requirements.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Perform immediate lifesaving first aid pending the arrival of medical assistance	a The priorities of first aid care are correctly applied in a real or simulated first aid situation b The DRABC action plan is correctly used to identify and control danger, loss of consciousness, loss of airway, breathing and circulation c An unconscious casualty is correctly placed in stable side position and the steps in clearing the airways to promote breathing in accordance with established first aid procedures d The correct method of expired air resuscitation (EAR), external cardiac compression (ECC) and cardio pulmonary resuscitation (CPR) is applied in a real life resuscitation situation, or in a simulated exercise using a mannequin

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ELEMENT	PERFORMANCE CRITERIA
2 Recognise the symptoms and signs of acute illness and/or injury and take appropriate action	a The symptoms and signs of the most common causes of unconsciousness are correctly identified b A real or simulated unconscious casualty is cared for in accordance with established first aid procedures c Causes of respiratory failure and breathing difficulty are correctly identified and appropriate care is provided for a real or simulated casualty with obstructed breathing d The symptoms and signs of a casualty with angina pain, heart attack and heart failure are correctly identified e Symptoms and signs of acute abdominal and pelvic injury are correctly identified and appropriate immediate first aid treatment of these conditions is provided in a real or simulated situation f Facial, ear and eye injuries in a real or simulated first aid situation are correctly managed in accordance with established first aid procedures g The symptoms and signs of poisoning, bites and stings are correctly identified and appropriate immediate management of these conditions is provided in a real or simulated situation h A real or simulated conscious casualty with an acute illness and/or injury is cared for in accordance with established first aid procedures
3 Manage wounds and bleeding	a Severe external bleeding is correctly controlled in a real or simulated situation b The symptoms and signs of severe internal bleeding are correctly identified and appropriate immediate management of these conditions is provided in a real or simulated situation c The symptoms and signs of shock as a result of severe injury are correctly identified and appropriate immediate management of shock is provided in a real or simulated

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ELEMENT	PERFORMANCE CRITERIA
	situation d A real or simulated laceration, abrasion and a deep puncture wound are correctly managed in accordance with established procedures e The signs of wound infection are correctly identified and a real or simulated wound infection is correctly managed in accordance with established procedures
4 Manage burns	a Immediate rescue procedures are correctly used in real or simulated first aid situations involving a burned casualty b The severity of a burn is correctly assessed in terms of depth, position and size in accordance with established first aid procedures c The correct method of treatment for burns and associated shock is correctly applied in real or simulated first aid situations involving a burned casualty

ELEMENT	PERFORMANCE CRITERIA
5 Manage bone, joint and muscle injuries	a Symptoms and signs of fractures (simple and complicated), are correctly recognised in accordance with established first aid procedures b Problems and treatment associated with dislocated joints are correctly managed in accordance with established first aid procedures c First aid treatment of pelvic and chest injuries and fractures of limbs, including immobilisation techniques is correctly performed as per established procedures d A real or simulated casualty with suspected head, neck or back injuries is correctly cared for in accordance with established first aid procedures

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ELEMENT	PERFORMANCE CRITERIA
	e The symptoms and signs of sprains and strains are correctly identified in accordance with established first aid procedures f The RICE method of treatment of sprains and strains is correctly used in real or simulated first aid situations involving sprains and strains
6 Adapt first aid procedures for remote situations	a Safety precautions needed to prevent accidents, illness and injuries and infection in remote area situations are correctly applied in real or simulated situations b Factors involved in the prevention of heat and cold exposure are identified. c The symptoms and signs of a real or simulated casualty exposed to heat or cold are correctly identified, including hyperthermia and hypothermia and appropriate management of the casualty carried out in accordance with established first aid procedures d A real or simulated ill or injured person in remote conditions is correctly cared for until help arrives, including the monitoring of airway, breathing and heart beat, the control of pain, hydration and the maintenance of body temperature. e A real or simulated casualty with 'severe injuries' in a remote situation is correctly cared for, including preparation for transport f First aid and emergency equipment required for remote area situations is correctly identified and used in real or simulated situations in accordance with established first aid procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Sections of relevant maritime regulations dealing with first aid at sea

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REQUIRED KNOWLEDGE

2 ISM safety management system procedures (where applicable) dealing with first aid

3 First aid situations that may occur on board a vessel or at another maritime workplace and appropriate first aid action, treatments and solutions

4 Relevant OH&S and health legislation and procedures

5 The priorities of first aid care

6 First aid duties and responsibilities of personnel on board a vessel or at another maritime workplace

7 Established first aid procedures consistent with 'St John Ambulance National Senior Level First Aid Certificate' or 'Level 2 First Aid Certificate'

8 First aid procedures for:

- a conducting an initial patient first aid assessment
- b managing injuries
- c carrying out resuscitation techniques
- d reporting on first aid situations and action taken

9 Techniques for management and care of casualties in various first aid situations, including:

- a acute illness and/or injury
- b wounds and bleeding
- c burns
- d bone, joint and muscle injuries

10 Causes of respiratory failure and breathing difficulty

11 The DRABC action plan for the identification and control of danger, loss of consciousness, loss of airway, breathing and circulation

12 Correct methods of expired air resuscitation (EAR), external cardiac compression (ECC) and cardio pulmonary resuscitation (CPR)

13 The symptoms and signs of:

- a the most common causes of unconsciousness

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REQUIRED KNOWLEDGE

b poisoning, bites and stings

c sprains and strains

d fractures (simple, compound and complicated)

e dislocated joints

f head, neck and back injuries

g severe internal bleeding

h abdominal, pelvic and chest injuries

i shock as a result of severe injury

j angina pain, heart attack and heart failure

k burns and associated shock

14 The safety precautions needed to prevent accidents, illness and injuries and infection in remote area situations

15 Knowledge of body structures and functions relevant to possible injury and illnesses that may be encountered on board a vessel or at another maritime workplace

16 Communication techniques related to the provision of first aid

17 Marine publications containing information on first aid treatment on board a vessel or at another maritime workplace

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Communicate effectively with an injured or ill person when administering elementary first aid

2 Communicate effectively with medical staff and others in the event of an emergency requiring first aid

3 Work with others when administering elementary first aid

4 Recognise and interpret first aid problems and symptoms and taking appropriate

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e dislocated joints

action to report and/or address the problems or symptoms

5 Recognise and correctly use first aid equipment and materials contained in a typical first aid box

6 Apply resuscitation techniques

7 Develop an appropriate plan of action when administering first aid as part of a medical emergency

8 Interpret and apply appropriate procedures for various identified symptoms

9 Adapt first aid procedures to the context of a specific medical emergency, including first aid in a remote location

Evidence Guide

Evidence Guide

TDMMF1007B PROVIDE ELEMENTARY FIRST AID

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Perform immediate lifesaving first aid b Recognise the symptoms and signs of acute illness and/or injury and take appropriate action c Manage wounds and bleeding d Manage burns and bone, joint and muscle injuries e Adapt first aid procedures for remote situations f Communicate effectively with others during provision of first aid g Report on first aid situations and activities in accordance with company and regulatory requirements

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Evidence Guide

TDMMF1007B PROVIDE ELEMENTARY FIRST AID

2 Evidence required for demonstration of consistent performance

a Performance is demonstrated consistently over a period of time and in a suitable range of contexts

b Consistently applies underpinning knowledge and skills when:

1 performing immediate lifesaving first aid

2 recognising the symptoms and signs of acute illness and/or injury and taking appropriate action

3 managing wounds and bleeding

4 managing burns and bone, joint and muscle injuries

5 adapting first aid procedures for remote situations

c Shows evidence of application of relevant workplace procedures, including:

1 relevant sections of maritime regulations dealing with first aid

2 OH&S regulations and first aid instructions and procedures

3 safety procedures for a vessel or at another maritime workplace

d Action is taken promptly to report and/or manage injuries and first aid in accordance with statutory requirements and company procedures

e Work is completed systematically with required attention to detail

f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions between crew and others

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Evidence Guide (continued)

TDMMF1007B PROVIDE ELEMENTARY FIRST AID

3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel or at another maritime workplace
4 Specific resources required for assessment	Access is required to opportunities to: a Access is required to opportunities to either: b participate in a range of role plays, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to provide first aid to injured or ill crew and passengers and/or assist in the real or simulated first aid procedures on board an operational vessel or at another maritime workplace Note: Simulated first aid situations and assessments may require access to resuscitation manikins, auxiliary resuscitation items, disposable gloves, slings, water squeeze bottle or tap, roller bandages, triangular bandages, splints (improvisable), face shields, face masks, cleaning swabs, cleaning brush, cleaning solution, disposable lungs and airways, samples of non-adhesive dressings, pictures of venomous animals/insects or preserved specimens, and blankets, pillows and towels

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Range Statement

Range Statement

TDMMF1007B PROVIDE ELEMENTARY FIRST AID

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	SCOPE
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with relevant maritime regulations and established first aid procedures
b. Work is performed:	1 in accordance with established procedures pending the arrival of qualified medical assistance, with limited accountability and responsibility for self and others in achieving the prescribed outcomes
c. Work involves:	1 the application of a knowledge of the basic techniques required to provide first aid to others, including crew and/or passengers during a real or simulated first aid situation on board a vessel or at another maritime workplace
d. Work requires:	1 appropriate skill in recognising and confirming the nature and extent of injury or illness and the provision of first aid within the limits of responsibility of the person concerned. First aid may need to be provided in remote situations
2. WORKSITE ENVIRONMENT	
a First aid procedures may be carried out:	1 on any Australian or international commercial vessel 2 at another maritime workplace such as a wharf or terminal
b First aid procedures may be carried	1 by day or night in both normal and emergency situations 2 under any possible conditions of weather and sea

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Range Statement **TDMMF1007B PROVIDE ELEMENTARY FIRST AID**	
out:	3 while underway 4 when at anchor 5 when moored

Range Statement (**continued**) **TDMMF1007B PROVIDE ELEMENTARY FIRST AID**	
VARIABLE	**SCOPE**
c First aid may need to be provided in situations involving:	1 acute illness and/or injury 2 laceration, abrasion and a deep puncture wounds 3 respiratory failure and breathing difficulty 4 shock as a result of severe injury 5 abdominal, pelvic and chest injuries 6 fractures of limbs 7 poisoning, bites and stings 8 sprains, strains and dislocations 9 facial, ear and eye injuries 10 suspected head, neck and back injuries
d Conditions requiring special first aid procedures may include:	1 explosion injuries 2 burns 3 poisons and envenomation 4 hypothermia and hyperthermia

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Range Statement (**continued**)

TDMMF1007B PROVIDE ELEMENTARY FIRST AID

e	**First aid resources may include**:	1 a medicine cabinet on a vessel or at another maritime workplace 2 first aid boxes 3 emergency first aid carry bags 4 specific first aid resources such as: i roller bandages ii triangular bandages iii splints (improvisable) iv face shields v face masks vi cleaning swabs vii cleaning brush viii cleaning solution ix non-adhesive dressings

Range Statement (**continued**)

TDMMF1007B PROVIDE ELEMENTARY FIRST AID

f	**Documentation and records may include**:	1 relevant sections of maritime regulations dealing with the administration of first aid on board a vessel or at another maritime workplace 2 Australian First Aid, The Authorised Manual of St John Ambulance Australia, (Melbourne) Australia. Latest edition (or equivalent) 3 company and vessel safety and first aid policy and procedures 4 instructions of relevant maritime and health authorities

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Range Statement (**continued**) **TDMMF1007B PROVIDE ELEMENTARY FIRST AID**	
	related to the administration of first aid of persons on board a vessel or at another maritime workplace
g Applicable legislation, regulations and codes may include:	1 relevant sections of maritime regulations concerning first aid requirements 2 relevant sections of AMSA Marine Orders concerning first aid requirements 3 relevant sections of the Australian USL Code concerning first aid requirements 4 relevant regulations of State/Territory marine authorities dealing with first aid 5 Commonwealth, State and Territory OH&S legislation

Unit Sector(s)

Not applicable.

Field

Field MF Operational Quality and Safety

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned

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TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to survive at sea in the event of vessel abandonment**. **It includes practising survival techniques**, **operating lifesaving and survival equipment**, **and participating in abandon vessel drills**. **Note**: **Training and assessment may be customised to suit the applicable types and size of vessels and the various survival craft and equipment carried by the vessels to meet regulatory requirements**.

Application of the Unit

Application of the unit	The unit has applications in qualifications for all maritime deck and engineering occupations and covers mandatory requirements in survival skills for all seafarers.

Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory requirements for familiarisation and basic safety competency required for all seafarers. This includes applicable sections of international, Commonwealth, State and Territory Maritime licensing and regulatory requirements.

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Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Practise survival techniques	a The timing and sequence of individual survival actions are appropriate to the prevailing circumstances and conditions of the emergency and minimise potential dangers and threats to other survivors b Initial actions when boarding survival craft enhance chance of survival c Jumps safely from a height into the water in accordance with established survival practice d Swims while wearing a life-jacket and floats without a life-jacket in accordance with established survival practice e Inverted liferaft is righted while wearing a life-jacket in accordance with established survival practice f Appropriate handling strategies are applied to manoeuvre survival craft in rough weather and sea conditions g Sea anchors and drogues are deployed in accordance with accepted nautical practice

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ELEMENT	PERFORMANCE CRITERIA
1 Practise survival techniques (**continued**)	h Signs of hypothermia are identified and treated in accordance with accepted survival medical practice i (Where applicable) exposure cover is deployed on survival craft in accordance with accepted survival practice and manufacturer's instructions j Relevant first aid is administered in survival craft k Rationing of food is in accordance with accepted survival practice
2 Operate lifesaving and survival equipment	a Location and accessibility of lifesaving and survival equipment is established Survival craft are launched in a timely and effective manner b Method of boarding survival craft is appropriate and avoids dangers to other survivors c Survival equipment is operated in accordance with instructions and accepted survival practice d Survival radio equipment is operated in accordance with manufacturer's instructions and regulatory protocols e Life-jacket and other lifesaving clothing are correctly used in accordance with instructions
3 Participate in abandon vessel drills	a Abandon vessel musters and drills are attended in accordance with regulatory requirements and company procedures b Action taken on identifying muster signals is appropriate to the indicated emergency and complies with established procedures c Information on the use of lifesaving equipment and procedures to be followed in the event of the order to abandon vessel is obtained and correctly interpreted

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Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant maritime regulations dealing with survival at sea following abandonment of vessel

2 Relevant OH&S legislation and policies

3 SOLAS regulations

4 Emergency muster and abandon vessel signals

5 Importance of being ready for any shipboard emergency

6 Procedures for emergency response on board vessels, including abandoning vessel

7 Initial actions for survival on abandonment of vessel as summarised in maritime survival publications such as the AMSA publication 'Survival at Sea - a Training and Instruction Manual'

8 Value of training and emergency drills for enhancing chances of survival at sea

9 Location of lifesaving appliances on a vessel

10 Construction, outfit and particular characteristics of various types of applicable survival craft

11 Equipment found in survival craft, its function and the procedures for its use

12 Procedures for correctly operating and using lifesaving appliances and personal safety equipment on board vessels and survival craft, and specifically:

   a donning a life-jacket and using a life-jacket light and whistle

   b donning an immersion suit (where applicable)

   c deployment of a mob combination light and smoke float

   d use of hand-held pyrotechnics

   e use of hydrostatic releases

   f launching survival craft

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REQUIRED KNOWLEDGE

14 Threats to survival on abandonment of a vessel and appropriate strategies for countering these threats

15 Ways of maximising detectability and location of survival craft using pyrotechnic distress signals, portable VHF radios, satellite EPIRBs and SARTs

16 IMO safety symbols

17 Procedures for the rationing of food and water in survival craft

18 Personal protective clothing and equipment - its purpose and use

19 Symptoms of hypothermia, its prevention and treatment and the related use of protective covers and garments such as immersion suits and thermal protective aids

20 Maritime communication techniques

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Communicate effectively with other personnel and passengers during simulated and real abandon vessel musters and emergencies

2 Read and interpret instructions on emergency procedures and on the use of lifesaving and survival equipment

3 Collect, manage and interpret information on the use of lifesaving equipment and procedures to be followed in the event of the order to abandon vessel

4 Recognise and interpret muster signals appropriately for the indicated emergency

5 Plan the timing and sequence of individual survival actions to be appropriate to the prevailing circumstances and conditions of the emergency and minimise potential dangers and threats to other survivors

6 Work collaboratively with other shipboard personnel and passengers during an emergency

7 Carry out calculations involved in rationing food and water

8 Make appropriate estimates and calculations involved when in charge of

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REQUIRED SKILLS

survival craft

9 Determine the type and extent of an emergency and determine the appropriate survival action to be taken

10 Right an inverted liferaft

11 Ration food and water

12 Identify hypothermia and provide appropriate treatment

13 Deploy and use survival craft during a simulated emergency.

14 Operate survival radio equipment

15 Don various thermal protective aids, life-jacket and other lifesaving clothing

Evidence Guide

Evidence Guide

TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Practise survival techniques in suitably simulated situations b Operate and use the various types of survival equipment typically found on applicable vessels in suitably simulated situations c Participate in abandon vessel musters and drills d Communicate effectively with others as required when operating survival craft and ancillary survival equipment

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Evidence Guide

TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT

2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 participating in simulated emergency response musters and drills 2 operating survival equipment 3 applying safety precautions relevant to survival operations 4 assessing operational capability of survival craft and equipment c Shows evidence of application of relevant workplace procedures, including: 1 relevant maritime regulations 2 OH&S regulations and hazard prevention policies and procedures 3 accepted survival procedures and maritime survival practice 4 relevant manufacturer's guidelines relating to the operation and use of survival equipment, including instructions on equipment capability and limitations d Action is taken promptly to address any problems that may arise when following vessel abandonment procedures e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions between crew and others

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Evidence Guide (continued)

TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT

3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii in a suitable training pool iii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a carry out a range of suitably simulated practical and knowledge assessments that demonstrate the skills and knowledge to abandon vessel and survive at sea; and/or b participate in vessel musters and drills in appropriately simulations of maritime conditions; and/or c participate in abandon vessel simulations and drills on board an operational commercial or training vessel Note: Simulated abandon vessel and survival situations and assessments may require access to survival equipment typically found on the coastal or ocean-going vessels concerned, a training pool with jumping platform or equivalent and immersion suits (where applicable). Assessments must be conducted in accordance with relevant OH&S requirements. Protective clothing must be worn in accordance with current maritime practices and Australian standards. At least one assessor must hold a current lifesaving qualification appropriate for in-water training and assessment exercises

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Range Statement

Range Statement

TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	SCOPE
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with the relevant maritime regulations.
b. Work is performed:	1 in response to abandon vessel alarms and follow a prescribed range of survival procedures either individually or in a team environment with some accountability for the safety of self and others. This includes response to abandon vessel musters in both simulated and real emergency circumstances.
c. Work involves:	1 the use of known and defined survival procedures and techniques across a variety of maritime survival contexts.
2. WORKSITE ENVIRONMENT	
a Vessel may include:	1 any Australian or international commercial vessel
b Emergencies that may lead to abandonment of vessel include:	1 collision resulting in damage to the integrity of the vessel's hull 2 fire 3 foundering 4 flooding of vessel's compartments

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Range Statement **TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT**	
c Vessel abandonment may take place:	1 by day or night 2 under normal and adverse conditions of sea and weather 3 while underway 4 while hove to 5 while anchored or moored 6 in appropriately simulated situations

Range Statement (**continued**) **TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT**	
VARIABLE	**SCOPE**
d Dependent on the size and operating range of the vessel its survival craft may include:	1 inflatable liferafts 2 solid liferafts 3 floats 4 free-fall lifeboats 5 davit-launched lifeboats
e Lifesaving and survival equipment may include:	1 life-jackets 2 life-buoys 3 hard hats 4 immersion suits and other thermal protective aids 5 rocket line throwing appliances 6 pyrotechnic distress signals

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Range Statement (**continued**) **TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT**	
	7 GMDSS survival craft VHF radios 8 satellite emergency position indicating radio beacons (EPIRBs) 9 search and rescue transponders (SARTs) 10 whistles
f Consumable materials and items that may be used in lifesaving equipment may include:	1 batteries for detectors, radios, beacons, etc. 2 flares 3 survival rations
g In-water survival techniques may include:	1 swimming in a life-jacket 2 towing with a life-jacket 3 remaining afloat without a life-jacket 4 donning a life-jacket in water 5 righting an upturned liferaft 6 boarding a liferaft 7 the group huddle 8 heat escape lessening posture

Range Statement (**continued**) **TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT**	
VARIABLE	**SCOPE**

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Range Statement (**continued**) **TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT**	
h Threats to survival after abandoning vessel may include:	1 cold water shock 2 hypothermia 3 psychological response to disaster 4 loss of will to live 5 sea sickness 6 dehydration 7 injuries 8 starvation
i Documentation and records may include:	1 relevant maritime regulations 2 SOLAS regulations 3 AMSA publication 'Survival at Sea - a Training and Instruction Manual' 4 instructions from official search and rescue authorities 5 vessel's procedures for emergency response, including abandoning vessel 6 manufacturer's instructions for the use of survival craft and equipment 7 instructions of relevant maritime authorities related to survival at sea 8 relevant OH&S legislation, codes of practice, policies and procedures 9 relevant Australian and international standards
j Applicable legislation, regulations and codes may	1 Relevant maritime regulations, including i relevant sections of State and Territory maritime regulations, NSCV and USL Code

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Range Statement (**continued**) **TDMMF1107B SURVIVE AT SEA IN THE EVENT OF VESSEL ABANDONMENT**	
include:	ii IMO STCW 95 Convention and Code dealing with survival at sea and use of survival craft and equipment iii relevant sections of AMSA Marine Orders dealing with survival at sea and use of survival craft and equipment 2 Safety of Life at Sea (SOLAS) regulations 3 relevant international, Commonwealth, State and Territory OH&S legislation

Unit Sector(s)

Not applicable.

Field

Field MF Operational Quality and Safety

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned

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TDMMF3207C APPLY DOMESTIC REGULATIONS AND INDUSTRY PRACTICES WHEN OPERATING A SMALL COASTAL VESSEL

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to monitor and control compliance with National Standard for Commercial Vessels (NSCV) and other legislative requirements applying to small commercial vessels operating on coastal voyages, including accessing and interpreting current information on the relevant Commonwealth and State and Territory Acts, legislation, codes and other publications applying to a vessel's operations and security. It also includes the identification, interpretation and application of information on the roles and responsibilities of a vessel's coxswains, skippers, masters, marine engine drivers and crew under relevant coastal maritime law and the monitoring of compliance of vessel's operations and maintenance with both relevant domestic maritime regulations and applicable safety management systems (SMSs).**

Application of the Unit

Application of the unit	The unit applies to qualifications for a Coxswain, Master 5, Skipper 3, Master 4, Skipper 2 on coastal vessels falling under the jurisdiction of State/Territory Marine Authorities and the National Standard for Commercial Vessels (NSCV), including: Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain), Certificate III in Transport&Distribution (Coastal Maritime Operations - Master Class 5), Certificate IV in Transport&Distribution (Coastal Maritime Operations - Master Class 4).

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Licensing/Regulatory Information

Licensing/legislative requirements	Relevant maritime and related regulations, including State/Territory regulations and the International Ship and Port Facility Security (ISPS) Code, as it as applies to Australian coastal vessels and ports.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide*.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
.	.
1 Access and interpret information on relevant Australian legislation and codes, including the NSCV/USL Code	a Current documentation on applicable maritime regulations is stored and filed in an accessible location on the vessel in accordance with regulations b Documentation on applicable maritime regulations is updated with relevant publications c Relevant maritime regulations are accessed and interpreted to confirm the requirements for vessel's operations and maintenance and personal responsibilities

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TDMMF3207C APPLY DOMESTIC REGULATIONS AND INDUSTRY PRACTICESWHEN OPERATING A SMALL COASTALVESSEL

ELEMENT	PERFORMANCE CRITERIA
1 Access and interpret information on relevant Australian legislation and codes, including the NSCV/USL Code (**continued**)	d Certification extensions for the vessel and requirements for renewals are timely and ensure continuous validity e Survey items and equipment reflect effective programs of tests, checks and maintenance in accordance with certificate conditions f Arrangements for renewals and surveys are timely and comply with enterprise and issuing authority requirements g Vessel's documents indicate any effects of damage, alterations or additions to the vessel or operations in accordance with certification requirements and the procedures of the relevant maritime authority h Procedures are developed to ensure that only authorised personnel access documents i Certificates and documentation are stored in a manner which enables their use for the prosecution of vessel's business.
2 Ensure operations and maintenance comply with legal requirements	a Interpretations of relevant sections of applicable maritime regulations are applied to day-to-day operations, security and maintenance of the vessel b Procedures are followed for monitoring operations and maintenance according to applicable maritime regulations and safety management system c Areas and plant and equipment are checked and inspected in accordance with planned procedures d Problems that may lead to potential non-compliance with safety, security and other relevant regulations and instructions are promptly and fully identified e Reporting of problems and any related remedial action is timely and ensures compliance with applicable maritime

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ELEMENT	PERFORMANCE CRITERIA
	regulations f Training and instruction on procedures ensures crew comply with regulations g Advice to others on the legitimacy of operations is accurate and given at an appropriate time h Failure to comply with procedures is identified and dealt with according to established procedures
3 Monitor and control compliance with applicable maritime regulations	a Records of compliance are clear, concise and accurate b Records comply with applicable maritime regulations c The level and detail is sufficient to meet the objectives for maintaining the records

TDMMF3207C APPLY DOMESTIC REGULATIONS AND INDUSTRY PRACTICESWHEN OPERATING A SMALL COASTALVESSEL

ELEMENT	PERFORMANCE CRITERIA
3 Monitor and control compliance with applicable maritime regulations (**continued**)	d Documentation is secure and confidentiality is maintained in accordance with established procedures f Records and reports are distributed to the required maritime authority at appropriate times and places g Storage method and duration comply with legal and company requirements h Adherence to Regulations for Preventing Collisions at Sea relevant to a domestic vessel operating within offshore waters is demonstrated during vessel operations

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TDMMF3207C APPLY DOMESTIC REGULATIONS AND INDUSTRY PRACTICESWHEN OPERATING A SMALL COASTALVESSEL

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Applicable State and Territory maritime regulations

2 Specific regulations applicable to the operation of small vessels in relation to:

- a safety management systems
- b seaworthiness and unsafe vessels
- c OH&S
- d security on coastal vessels and Australian port facilities
- e operational documentation
- f safety of navigation
- g safety crewing
- h search and rescue operations
- i fishing regulations
- j pollution of the marine environment
- k penalties for breaches of legislative requirements

3 Legal certification requirements for a small vessel engaged on coastal voyages

4 Procedures for conducting a survey of a vessel in accordance with the requirements of the relevant maritime authority

5 Procedures for monitoring compliance with relevant maritime regulations

6 Action that must be taken if non-compliance with applicable maritime regulations is identified

7 Statutory, company and vessel requirements for the carriage of documentation

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REQUIRED KNOWLEDGE

8 Requirements for records that must be maintained and reports that must be made under applicable maritime regulations

9 Collision regulations relevant to a domestic Australian vessel

TDMMF3207C APPLY DOMESTIC REGULATIONS AND INDUSTRY PRACTICESWHEN OPERATING A SMALL COASTALVESSEL

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Read and interpret instructions, procedures and information relevant to legislative requirements and measures to ensure the security and safety of the life of crew, passengers and others on coastal vessels

2 Work as a team with others on matters relevant to the security and safety of crew, passengers and others

3 Select and use appropriate communications equipment

4 Take appropriate initiatives related to the security and safety of the life of crew, passengers and others on coastal vessels

5 Interpret and apply security and safety practices and regulations

6 Communicate effectively with others on matters related to the security and safety of the life of crew, passengers and others on coastal vessels

7 Modify activities dependent on differing workplace contingencies, risk situations and environments

8 Identify and solve problems associated with the security and safety of the life of crew, passengers and others on coastal vessels and report security issues and take appropriate action based on available information

9 Monitor and anticipate problems and risks related to the security and safety of the life of crew, passengers and others on coastal vessels, and take appropriate action

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Evidence Guide

Evidence Guide

TDMMF3207C APPLY DOMESTIC REGULATIONS AND INDUSTRY PRACTICESWHEN OPERATING A SMALL COASTALVESSEL

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Access and interpret information on applicable maritime regulations b Apply legal requirements to vessel operation, security and maintenance c Ensure that others comply with legal requirements through training, instruction, advice and assessment d Maintain survey items and prepare appropriately for surveys e Monitor and control compliance of vessel operations and maintenance with applicable maritime regulations f Identify problems with compliance with applicable maritime regulations and initiate appropriate reports and remedial action g Keep records of vessel's operations, security and maintenance activities in compliance with applicable maritime regulations
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 accessing and interpreting information on applicable maritime regulations 2 applying legal requirements to vessel operation, security and maintenance

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The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

	3 monitoring and controlling compliance with applicable maritime regulations 4 keeping required records of vessel's operations and maintenance activities in compliance with applicable maritime regulations c Shows evidence of application of relevant workplace procedures, including: 1 applicable maritime regulations 2 OH&S and hazard prevention policies and procedures d Action is taken promptly to report and/or rectify any non-compliance with applicable maritime regulations e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions between crew and others

Evidence Guide (**continued**)

TDMMF3207C APPLY DOMESTIC REGULATIONS AND INDUSTRY PRACTICESWHEN OPERATING A SMALL COASTALVESSEL

3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur:

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3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations i at the registered training organisation; and/or ii on an appropriate working or training vessel
4Specific resources required for assessment	Access is required to opportunities to: a demonstrate, through appropriate assignments, role plays and case studies and appropriately simulated maritime situations and case studies, the required knowledge and skills to access, interpret and apply information on regulations relevant to small commercial vessels engaged on coastal voyages; and/or b access, interpret and apply information on regulations during work on board an operational small commercial vessel

Range Statement

Range Statement

TDMMF3207C APPLY DOMESTIC REGULATIONS AND INDUSTRY PRACTICESWHEN OPERATING A SMALL COASTALVESSEL

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	SCOPE
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with the relevant maritime regulations.
b. Work is performed:	1 within a defined range of operations and routine procedures, with responsibility for own outputs and some responsibility for others in the achievement of compliance with the applicable operational, safety and security regulations.

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

c. Work involves:	1	It involves the monitoring and controlling compliance of a vessel's operational and maintenance procedures in relation to applicable maritime regulations.

2. WORKSITE ENVIRONMENT

a Vessel may include:	1	any small commercial vessel operating within regulatory limits
b Compliance with relevant Australian maritime legislation, codes and NSCV must be maintained:	1	by day or night in both normal and emergency situations
	2	under any possible conditions of weather and loading
	3	while underway
	4	during berthing and unberthing operations
	5	while anchoring or mooring
	6	while in port
	7	while moored or at anchor
c Types of records include:	1	operational records
	2	maintenance records

Range Statement (**continued**)

TDMMF3207C APPLY DOMESTIC REGULATIONS AND INDUSTRY PRACTICESWHEN OPERATING A SMALL COASTALVESSEL

VARIABLE	**SCOPE**	
c Types of records include: (**continued**)	3	personnel matters
	4	safety incident reports

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VARIABLE	SCOPE
d Recording systems may include:	1 computers 2 manual methods 3 shipboard recording devices
e Documentation and recordsmay include:	1 relevant statutory certification 2 crew lists and qualifications 3 vessel's log 4 safety management system 5 fishing records 6 statutory records 7 relevant maritime regulations
f Applicable legislation, regulations and codes may include:	1 relevant sections of the State/Territories maritime and fishing regulations, NSCV and USL Code applicable to small commercial coastal vessels 2 Regulations for Preventing Collisions at Sea 3 the International Ship and Port Facility Security (ISPS) Code, as it as applies to Australian coastal vessels and ports. 4 relevant Australian and State and Territory pollution control requirements 5 SOLAS Convention 6 relevant Commonwealth, State and Territory OH&S and other legislation 7 relevant Australian standards

Unit Sector(s)

Not applicable.

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Field

Field MF Operational Quality and Safety

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to follow and apply established maritime OH&S working practices and procedures and hazard control strategies on a coastal vessel and to take appropriate initial action on becoming aware of an emergency, and to follow established emergency response procedures.** (**This unit incorporates the content of the previous units *TDMMF701B Observe safe working practices* and *TDMMF801B Comply with emergency procedures* as it applied to coastal vessels**)

Application of the Unit

Application of the unit	The unit covers mandatory requirements in basic pre-sea safety and emergency procedures on coastal vessels and has applications in qualifications for Coxswain, Master 5, Master 4, Skipper 3, Skipper 2, Marine Engine Drivers 1, 2 and 3 and Marine Engineer Grade 3, i.e. Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain), Certificate III in Transport&Distribution (Coastal Maritime Operations - Master Class 5), Certificate IV in Transport&Distribution (Coastal Maritime Operations - Master Class 4), Certificate II in Transport&Distribution (Marine Engine Driving - Grade 3), Certificate III in Transport&Distribution (Marine Engine Driving - Grade 2), Certificate IV in Transport&Distribution (Marine Engine Driving - Grade 1), Diploma of Transport&Distribution (Coastal Marine Engineering - Class 3).

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Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory minimum requirements for basic pre-sea safety and emergency procedures on coastal vessels. This includes applicable sections of the National Standard for Commercial Vessels and State/Territory Maritime licensing and regulatory requirements.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify and follow workplace procedures for hazard identification and risk control	a Safety regulations and vessel's safety and hazard control practices and procedures are obtained, interpreted and applied to day-to-day work activities b Workplace procedures for OH&S and related work instructions for controlling risks on board a vessel are accurately followed c Workplace procedures for dealing with shipboard accidents, fire and emergencies are known and followed d Hazards in the workplace are identified and appropriate action is taken to report them and to minimise or eliminate risk to personnel, vessel and the environment

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ELEMENT	PERFORMANCE CRITERIA
1 Identify and follow workplace procedures for hazard identification and risk control (**continued**)	e Where relevant, procedures and precautions necessary for entry into a pump room, fuel tanks or other confined spaces on a vessel are correctly followed f Personal protection clothing and equipment is correctly used in accordance with established shipboard safety practices and procedures g Appropriate assistance is provided in the event of a shipboard emergency to secure the vessel and its machinery and equipment and to maintain the safety of the vessel and persons involved
2 Contribute to arrangements for the management of OH&S	a OH&S issues and identified safety hazards are raised with designated personnel in accordance with workplace procedures and relevant OH&S legislation b Contributions to OH&S management in the workplace are made within workplace procedures and provisions of relevant legislation c OH&S issues are raised with designated personnel in accordance with workplace procedures and relevant OH&S legislation. d Contributions to participative arrangements for OH&S management in the workplace are made within vessel's procedures and scope of responsibilities and competencies
3 Complete OH&S records	a OH&S records are completed in accordance with workplace requirements b Records of occupational injury and diseases are completed as per legal requirements
4 Take action on becoming aware of an	a Emergency situations are correctly recognised and identified b Response to an emergency situation follows vessel's established emergency response procedures

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ELEMENT	PERFORMANCE CRITERIA
emergency	c Correct action is taken on discovery of an actual or potential emergency in accordance with established vessel procedures d Information given on raising alarm is prompt, accurate, complete and clear
5 Follow established emergency procedures	a Vessel's contingency plans for emergency response are known and are implemented in real and simulated emergency situations

ELEMENT	PERFORMANCE CRITERIA
5 Follow established emergency procedures (**continued**)	b Escape routes and internal and external communications and alarm systems are correctly used in real and simulated emergency situations as per regulatory requirements and established procedures c Emergency communications and alarm signals and systems are correctly interpreted and required action is implemented as per emergency procedures and regulatory requirements d Planned damage control procedures for dealing with damage to the vessel and its hull are implemented as per company procedures and regulatory requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant maritime regulations

2 The provisions of OH&S Acts, regulations and codes of practice relevant to the workplace, including the rights and responsibilities of the workplace parties under OH&S Acts, regulations and codes of practice;

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REQUIRED KNOWLEDGE

3 The ways in which OH&S is managed on a coastal vessel, and activities required under OH&S legislation, for example:

   a relevant policies and procedures

   b equipment operation and maintenance

   c hazard identification

   d risk assessment and control

   e OH&S instruction and training requirements

   f requirements for the provision of OH&S information to crew and passengers

4 Hazards that exist on a coastal vessel

5 The preferred order of ways to control risks on a coastal vessel (known as the hierarchy of control)

6 Workplace OH&S procedures relevant to the work being undertaken, including procedures for:

   a recognising and reporting on hazards, for example, work area inspections

   b procedures and precautions for entering and working in confined spaces

   c work operations to control risks, for example, permit to work systems and isolation procedures

   d responding to accidents, fires and emergencies

   e raising OH&S issues

   f employee participation in OH&S management, for example, consultative or OH&S committees on a vessel and joint employer/employee inspections

7 The meaning of OH&S symbols found on signs and labels in the workplace

8 Designated personnel responsible for OH&S on board a vessel

9 Indications of various types of emergency situations that may occur on a coastal vessel and the action to be followed when various types of actual or potential emergency situations are identified

10 Emergency alarm signals and systems in use on coastal vessels and procedures to be followed when an emergency alarm is raised

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REQUIRED KNOWLEDGE

11 Escape routes and internal and external communication systems and alarms on board a vessel

12 Ways of controlling damage during a fire or flooding emergency on a coastal vessel

13 Communication techniques used during emergencies on a coastal vessel

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Use basic verbal communication skills

2 Read and interpret OH&S and emergency instructions and procedures

3 Work safely and collaboratively with others when implementing OH&S requirements and emergency procedures

4 Give instructions and directions on safety issues and emergency procedures on a coastal vessel

5 Recognise safety problems and hazards that may occur on a coastal vessel and take appropriate action

6 Complete required documents related to safety incidents or emergencies that may occur on a vessel

7 Adapt to any changes in safety and emergency equipment and procedures in the workplace

8 Use emergency and safety equipment as per operating instructions

9 Recognise faulty emergency and safety equipment and take appropriate action

Evidence Guide

Evidence Guide

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

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Evidence Guide

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Follow OH&S procedures, including hazard identification and risk control b Contribute to arrangements for the management of OH&S on board a vessel c Complete OH&S records and other documentation as required d Take appropriate action in the event of discovering a shipboard emergency e Follow vessel's contingency plans for emergency response f Follow procedures for the use of various safety and emergency equipment on a coastal vessel g Implement damage control following a shipboard emergency as per instructions h Identify typical problems that may occur during a shipboard emergency and take appropriate action i Communicate effectively with others on workplace safety matters and during shipboard emergencies j Participate in drills to prepare shipboard personnel for emergency response
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 following workplace OH&S procedures on board a coastal vessel

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Evidence Guide

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

	2 contributing to arrangements for the management of OH&S on board a coastal vessel 3 completing OH&S records as required 4 implementing emergency procedures (during real and simulated emergency situations) 5 participating in drills aimed at preparing shipboard personnel to implement emergency response plans
	c Shows evidence of application of relevant workplace procedures, including: 1 relevant maritime regulations 2 OH&S regulations and hazard prevention policies and procedures 3 relevant procedures and regulations relating to shipboard emergencies and damage control

Evidence Guide (**continued**)

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

2 Evidence required for demonstration of consistent performance (**continued**)	4 shipboard safety procedures 5 environmental protection during emergencies d Action is taken promptly to report and/or rectify shipboard emergencies in accordance with established procedures e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions between crew and others
3 Context of	a Assessment of competency must comply with the assessment

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Evidence Guide (continued) **TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL**	
assessment	requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a participate in a range of role plays, case studies and/or other simulated practical and knowledge assessments that demonstrate the skills and knowledge to follow OH&S and emergency procedures on board a coastal commercial vessel; and/or b follow OH&S and emergency procedures during real operations and simulated emergency situations on board an operational coastal commercial vessel

Range Statement

Range Statement **TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	**SCOPE**

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Range Statement

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

1. GENERAL CONTEXT

a. Work must be carried out:	1	in compliance with the relevant maritime and OH&S regulations.
b. Work is performed:	1	either individually or in a team environment with some accountability for the safety of self and others.
c. Work involves:	1	involves the application of known and established safe working and hazard control practices and procedures across a variety of normal and emergency contexts on a coastal vessel

2. WORKSITE ENVIRONMENT

a Vessel may include:	1	any Australian coastal commercial vessel less than 80 metres
b Safe working practices and hazard control strategies must be applied at all times, including:	1	by day or night in both normal and emergency situations
	2	under any permissible conditions of weather and loading
	3	while underway or berthed
	4	during berthing and unberthing operations
	5	while anchoring or mooring
	6	when slipped or in dry dock
	7	when bunkering
	8	during cargo, fishing or passenger operations
	6	when refuelling operations
	7	during cargo handling operations
c Emergencies	1	collision with another vessel

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Range Statement

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

may include:	

Range Statement (**continued**)

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

VARIABLE	**SCOPE**
c Emergencies may include: (**continued**)	2 fire or explosion on board vessel 3 flooding of vessel 4 loss of steering control 5 loss of motive power 6 foundering 7 grounding 8 beaching a vessel 9 person overboard 10 person unconscious in a confined space 11 rescue and evacuation of injured personnel 12 severe weather 13 fishing gear caught on a submerged obstruction
d Damage control measures in an emergency may include:	1 use of appropriate firefighting equipment and techniques such as various types of fire extinguishers, fire blankets, fire hoses and nozzles 2 activation of fixed firefighting sprinklers and systems 3 removal of fuel or heat source

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Range Statement (**continued**) **TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL**	
	4 operation of bilge pump 5 operation of a portable salvage pump
e Emergency equipment may include:	1 portable firefighting equipment 2 survival equipment found on a small vessel, including life-jackets and survival craft 3 confined space harnesses and hoists 4 tools and other equipment found on a small vessel
f Workplace hazards may include:	1 moving heavy loads in an unsafe work environment 2 unsecured machinery, components, cargo or repair equipment 3 slippery deck 4 welding equipment 5 sharp tools and implements

Range Statement (**continued**) **TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL**	
VARIABLE	**SCOPE**
f Workplace hazards may include: (**continued**)	6 power tools 7 moving and rotating machinery 8 flammable liquids, vapours and fuel 9 faulty machinery equipment handling equipment and lifting gear

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Range Statement (**continued**)

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

	10 using equipment beyond safe working limits 11 poor housekeeping procedures 12 non-compliance with safe working procedures 13 electrical wiring and systems 14 hot pipes and valves (e.g. steam, fuel oil, lubricating oil) 15 cold pipes and valves (e.g. refrigeration and liquefied gas cargoes) 16 working at heights 17 working in a confined space (potential lack of oxygen, toxic atmosphere) 18 exposed electrical circuits 19 toxic gases and substances, chemicals and other harmful substances 20 damaged cargo 21 fishing gear being set or hauled
g Personnel in work area may include:	1 crew, passengers, contractors, official representatives
h Hazard identification may include activities associated with:	1 checking equipment or the work area before work commences and during work 2 workplace inspections 3 entry into a confined space 4 Housekeeping
i Participative arrangements	1 formal and informal meetings of the crew which deal with OH&S issues

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Range Statement (**continued**)

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

may include:	2 participating on an OH&S committee on board a vessel 3 acting as a designated OH&S representative on board a vessel 4 suggestions, requests, reports and concerns put forward by vessel's crew

Range Statement (**continued**)

TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL

VARIABLE	**SCOPE**
j Designated personnel may include:	1 senior crew members 2 company OH&S personnel 3 other authorised persons
k Damage control measures in a fire or explosion emergency may include:	1 use of appropriate firefighting equipment and techniques such as various types of fire extinguishers, fire blankets, fire hoses and nozzles, and foam applicators 2 activation of fixed firefighting sprinklers and systems 3 removal of fuel or heat source 4 boundary cooling techniques 5 shutting down of ventilation and sealing off of compartment
l Documentation and records may include:	1 vessel's and company's safety policies and procedures 2 vessel's operational and emergency plans and procedures 3 records required under OH&S legislation: i safety management system plans, procedures, checklists

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Range Statement (**continued**) **TDMMF5407A OBSERVE SAFETY AND EMERGENCY PROCEDURES ON A COASTAL VESSEL**	
	and instructions, (where applicable) ii safety equipment manuals iii hazardous substances registers 4 material safety data sheets
m Applicable legislation, regulations and codes may include:	1 relevant sections of the State/Territory maritime regulations and National Standard for Commercial Vessels and USL Code 2 OH&S regulations and codes of practice, including regulations relating to hazard control in the workplace or industry

Unit Sector(s)

Not applicable.

Field

Field MF Operational Quality and Safety

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the basic skills and knowledge required to prevent, fight and extinguish fires on board a commercial coastal vessel, including taking action to minimise the risk of fire, maintaining a state of readiness to respond to fire emergencies, operating portable firefighting equipment, and carrying out firefighting operations.** **This unit incorporates the content of the previous units *TDMMF5302A Fight and extinguish fires on board a commercial vessel* and *TDMMF1201A Minimise the risk of fire and maintain a state of readiness to respond to emergency situations involving fire*, as it applies to coastal vessels.**

Application of the Unit

Application of the unit	The unit covers mandatory requirements in basic firefighting skills on coastal vessels and has applications in qualifications for Coxswain, Master 5, Master 4, Skipper 3, Skipper 2, Marine Engine Drivers 1, 2 and 3 and Marine Engineer Grade 3, i.e. Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain), Certificate III in Transport&Distribution (Coastal Maritime Operations - Master Class 5), Certificate IV in Transport&Distribution (Coastal Maritime Operations - Master Class 4), Certificate II in Transport&Distribution (Marine Engine Driving - Grade 3), Certificate III in Transport&Distribution (Marine Engine Driving - Grade 2), Certificate IV in Transport&Distribution (Marine Engine Driving - Grade 1), Diploma of Transport&Distribution (Coastal Marine Engineering - Class 3).

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Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory minimum requirements for basic fire prevention and firefighting on coastal vessels. This includes applicable sections of the National Standard for Commercial Vessels and State/Territory Maritime licensing and regulatory requirements.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Carry out fire minimisation procedures	a Fire hazards on board vessel are identified and action is taken to eliminate or minimise them b Responsibilities for checking fire prevention equipment and systems are fulfilled and appropriate action is taken to ensure that they are operational c A state of readiness to respond to fire emergencies is maintained at all times

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ELEMENT	PERFORMANCE CRITERIA
2 Respond to emergency situations involving fire	a Emergency situations involving fire are correctly identified b Type of fire is identified as per the established classification system for fires c Initial action on becoming aware of fire emergency is in conformity with established practices and procedures d Action taken is timely and appropriate for seriousness of the fire emergency e Action taken on identifying muster signals for a fire emergency is appropriate and complies with established procedures f Appropriate precautions and procedures are implemented when responding to fires involving electricity g Communications are clear and concise at all times and instructions are acknowledged in a timely manner
3 Operate portable firefighting equipment	a Classes of fires are correctly identified in accordance with accepted firefighting practice b Correct portable firefighting equipment is selected and used to fight specific classes of fires c Fires are correctly extinguished with a fire blanket in accordance with accepted firefighting practice d Correct techniques are applied for the use of hose lines to extinguish fires on board a vessel
4 Carry out firefighting operations	a Correct procedures and techniques are followed when fighting fires in simulated or real fire emergencies b Safety clothing, appliances and equipment are appropriate to the nature of the firefighting operations

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ELEMENT	PERFORMANCE CRITERIA
	c Extinguishment of a fire is achieved using appropriate procedures, techniques, equipment and firefighting agents d Correct portable fire extinguisher(s) are selected and used for the class of fire involved in a fire emergency e Appropriate safety precautions and procedures are applied when fighting fires in accordance with regulatory requirements, vessel's procedures and established firefighting practice

ELEMENT	PERFORMANCE CRITERIA
4 Carry out firefighting operations (**continued**)	f The timing and sequence of individual actions when fighting fires on board a vessel are appropriate to the prevailing circumstances and conditions g Upper deck and below deck fires are extinguished using appropriate firefighting equipment and procedures as a member of a firefighting team in accordance with accepted firefighting practice h Lifelines are correctly used during interior firefighting operations i Correct procedures are followed when operating fixed fire detection and extinguishing systems in machinery spaces k Emergency fuels and ventilation shut-offs are operated correctly l Boundary cooling techniques are followed m Fixed fire extinguisher systems are operated and tested correctly

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Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant maritime regulations concerning basic fire prevention and firefighting on board a coastal vessel

2 The chemistry of fire and its relationship to materials typically carried on coastal vessels

3 Principles underlying the spread of fire and its extinguishment, including

- a the elements of fire and explosion (the fire triangle)
- b types and sources of ignition
- c flammable materials and fire hazards
- d factors that influence the spread of fire

4 The importance of constant vigilance in fire prevention and minimisation

5 Principles underlying the spread of fire and its extinguishment

6 The different classes of fire, their characteristics and strategies and equipment needed for their extinguishment

7 Firefighting clothing, outfits and personal safety equipment used when fighting a fire on board a coastal vessel

8 Types of fire detection, firefighting appliances, equipment and systems and emergency shut-offs used on coastal vessels, their features, principles of operation and the procedures for their use and maintenance

9 Fixed fire prevention and extinguishing installations used on coastal vessels and their principles of operation, including machinery space systems

10 Firefighting techniques, agents and precautions applicable to different classes of fire on board a coastal vessel

11 Maritime communication techniques applicable to fire prevention and firefighting activities on board a vessel

12 Problems that can occur with shipboard fire detection and firefighting equipment and operations and appropriate remedial action and solutions

13 Sources of information on shipboard fire prevention and extinguishment

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REQUIRED KNOWLEDGE

14 Procedures to be followed in the event of an engine room fire

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Communicate effectively with other personnel and passengers during simulated and real fire emergencies

2 Read and interpret and follow instructions on fire emergency procedures and on the use of fire prevention and firefighting equipment

3 Recognise and interpret fire alarms

4 Work collaboratively with shipboard personnel and passengers during a fire emergency

5 Use portable fire extinguishers as per operating instructions

6 Recognise fire hazards on a coastal vessel and take appropriate action to report them and minimise them

7 Determine the type and extent of a fire and take appropriate action

8 Operate emergency shut-offs

9 Operate fixed installation controls, fire detection and extinguishing systems

10 Operate fire hoses, branches, nozzles and fire pumps

11 Conduct effective boundary cooling

12 Use water spray as an effective firefighting agent

Evidence Guide

Evidence Guide

TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL

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Evidence Guide

TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Participate in simulated on-board firefighting activities b Participate in on-board and interior search and rescue and firefighting teams c Implement OH&S principles and policies when carrying out firefighting duties d Communicate effectively with others as required during fire emergencies
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 implementing the implementation of fire prevention measures and procedures 2 identifying and evaluating firefighting problems and determining appropriate courses of action 3 participating as a member of an interior search and rescue and firefighting team on board a vessel 4 assessing the operational capability of firefighting appliances, equipment and systems and taking any required maintenance or replenishment action c Shows evidence of application of relevant workplace procedures, including: 1 relevant maritime regulations 2 safety management system procedures, where applicable

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Evidence Guide **TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL**	
	3 OH&S regulations and hazard prevention policies and procedures 4 relevant manufacturer's guidelines relating to the use of fire detection and firefighting equipment and systems, including instructions on equipment capability and limitations 5 on-board housekeeping practices and fire hazard prevention measures 6 fire prevention procedures and policies

Evidence Guide (**continued**) **TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL**		
2	**Evidence required for demonstration of consistent performance** (**continued**)	d Action taken promptly to report and/or rectify fire hazards and faulty fire detection and firefighting, equipment and systems in accordance with established procedures e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions between crew and others
3	**Context of assessment**	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur:

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Evidence Guide (continued) **TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL**	
	i at the registered training organisation; and/or ii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a carry out a range of suitably simulated practical and knowledge assessments that demonstrate the skills and knowledge to carry out firefighting activities on board a vessel; and/or b assist in firefighting drills on board an operational vessel Note: Simulated firefighting assessment exercises may require access to a fire training and assessment facility capable of simulating firefighting activities in a marine environment. Assessments must be conducted in accordance with relevant OH&S requirements. Protective clothing must be worn in accordance with current maritime practices and Australian OH&S standards. Simulated conditions should provide realistic simulated shipboard conditions, including, where practical, conduct of activities in darkness.

Range Statement

Range Statement **TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL**	

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	**SCOPE**
1. GENERAL CONTEXT	
a. Work must be	1 in compliance with the relevant maritime regulations.

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Range Statement TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL		
carried out:		
b. **Work is performed**:	1	as a member of a team within defined firefighting situations, with some responsibility for self and others in achieving the prescribed outcomes.
c. **Work involves**:	1	the application of prescribed principles and practice to the prevention and fighting of fires on board a vessel. Participation as a member of a firefighting team is involved.
d. **Work requires**:	1	some judgement and teamwork in the execution of prescribed procedures for the fighting of fires that may occur on board a vessel.

2. **WORKSITE ENVIRONMENT**

a **Vessel may include**:	1	any Australian coastal vessel
b **Fires on board a vessel may occur**:	1	by day or night in both normal and emergency situations
	2	under any possible conditions of weather and loading
	3	while underway
	4	during berthing and unberthing operations
	5	while anchoring or mooring
	6	while in port
	7	while moored or at anchor
	8	loading or unloading
c **Types of fires which may occur on board a vessel**	1	The standard classification of fires

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Range Statement **TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL**	
include:	

Range Statement (**continued**) **TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL**	
VARIABLE	**SCOPE**
d Firefighting equipment, appliances and systems may include:	1 portable fire extinguishers, including foam, water, CO_2, dry chemical and wet foam 2 fire blankets 3 foam installations, including semi-portable and fixed systems 4 sprinkler systems 5 fire pumps (main and emergency fire pump) 6 fire hoses, hydrants, branches and international shore connection 7 fixed engine room installations, including gas/powder and other agents
e Personal protection clothing and equipment may include:	1 fire-resistant clothing 2 masks 3 eye and ear protection 4 gloves and boots
f Documentation and records may include:	1 relevant maritime regulations 2 safety management system 3 firefighting and safety equipment operational and maintenance instructions and recommended procedures

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Range Statement (**continued**) **TDMMF5507A FIGHT AND EXTINGUISH FIRES ON BOARD A COASTAL VESSEL**	
	4 instructions of relevant maritime authorities related to the maintenance and serviceability of shipboard firefighting and safety equipment and systems
g Applicable legislation, regulations and codes may include:	1 relevant regulations of State/Territory marine authorities 2 the National Standard for Commercial Vessels 3 regulations for the maintenance of fire detection, firefighting and safety equipment and systems

Unit Sector(s)

Not applicable.

Field

Field MF Operational Quality and Safety

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMH1207B PLAN AND NAVIGATE A SHORT VOYAGE WITHIN INSHORE LIMITS

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to navigate a small vessel on a short voyage within inshore limits (15 nm). This includes the use of a navigational chart, determination of a vessel's position, the use of a magnetic compass and the gathering and interpretation of local weather forecast information.**

Application of the Unit

Application of the unit	The unit has applications in qualifications for Coxswains and Masters of commercial vessels operating within inshore coastal limits, i.e. primarily Coxswain - Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain). However, the unit is also applicable to qualifications for Masters of larger vessels operating under restricted certification.

Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory minimum requirements for a Coxswain planning and navigation of short voyages of small commercial vessels within inshore limits. This includes applicable sections of State/Territory maritime licensing and regulatory requirements.

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Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Use a navigational chart	a Coastal navigational charts are correctly used to plan a safe route and identify coastal features, lights, buoyage and navigational hazards b The compass course to steer between two points is determined
2 Fix a small vessel's position	a Ranges and bearings are matched with charted features, combined with depth soundings and plotted onto a chart b A position on a chart from derived GPS readings is plotted in accordance with established procedures
3 Obtain weather and tidal information	a Weather forecast current for planned voyage is obtained from coast radio station, internet and media and interpreted in terms of the implications for the planned voyage b Local tide tables are used to determine times and heights of low and high tides. c Depth of water at locations on a coastal chart is estimated using charted depth and tidal information

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ELEMENT		PERFORMANCE CRITERIA
4	**Navigate a short inshore passage**	a Observations of sea and weather are appropriate and are applied during navigation of the vessel on the planned voyage
		b Navigational hazards are identified and avoided
		c Lights, buoyage and coastal features are used to pilot vessel throughout planned voyage
		d Vessel's position is fixed at appropriate times using methods appropriate to an inshore voyage
		e The course steered is regularly monitored to ensure safe passage
		f Alterations to course and speed are appropriate to prevailing circumstances and conditions and do not put at risk the safety of the vessel, passengers or crew.
		g Operational limits of vessel's propulsion, steering, power systems, trim and stability are not exceeded during navigational manoeuvres

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant State and Territory maritime regulations

2 Basic principles and procedures of navigation and inshore passage planning, including contingency planning

3 Information required to develop a typical effective inshore passage plan

4 Procedures for using and handling navigational charts, nautical publications and related documentation

5 Principles and procedures for fixing a small vessel's position

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REQUIRED KNOWLEDGE

6 Procedures for converting one set of coordinates to another

7 Procedures for the calculation of the height of tide for a given time at any place listed using tide tables

8 Errors in common position fixing systems and their effect on observed positions

9 Methods for controlling small vessel speed and direction

10 Effects on vessel handling of wind, currents and bottom topography

11 Manoeuvring procedures in and near traffic separation schemes and vessel traffic service areas

12 Small vessel reporting systems

13 Procedures to correct a magnetic compass direction/reading for variation and deviation

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Communicate effectively with others when planning and navigating an inshore voyage

2 Read and interpret operational requirements for a commercial vessel in terms of their implications for voyage planning and navigation

3 Read and interpret charts and weather and tidal information as required when planning and navigating a short voyage within inshore limits

4 Read and interpret relevant marine regulations, rules and instructions

5 Collect, manage and interpret information required for the safe navigation of the vessel

6 Plan the timing and sequence of vessel operations to be appropriate to the prevailing circumstances, sea and weather conditions and any navigational hazards

7 Work collaboratively with others when planning vessel operations

8 Make appropriate estimates and calculations required for planning and navigating an inshore voyage on a coastal vessel of less than 80 metres within inshore limits

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REQUIRED SKILLS

(e.g. fuel, distance, speed, time, etc.)

9 Fix a vessel's position within inshore limits using appropriate methods

10 Convert one set of coordinates to another when plotting a position on a chart

11 Recognise voyage planning and position fixing problems that may be experienced for small vessels on inshore voyages and implement appropriate action and solutions

12 Correct a magnetic compass direction/reading for variation and deviation (suitable for an inshore passage)

13 Conduct voyage as planned

Evidence Guide

Evidence Guide

TDMMH1207B PLAN AND NAVIGATE A SHORT VOYAGE WITHIN INSHORE LIMITS

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Plan the inshore passage of a small vessel b Fix the position of a small vessel within inshore waters using all acceptable and relevant methods c Identify typical navigational hazards and make due allowance for them when planning an inshore voyage d Conduct the passage of a small vessel on an inshore voyage, taking into account all relevant navigational hazards e Access, use and maintain relevant coastal navigational charts, nautical publications and related documentation

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Evidence Guide

TDMMH1207B PLAN AND NAVIGATE A SHORT VOYAGE WITHIN INSHORE LIMITS

	f Communicate effectively with others when planning an inshore voyage and conducting navigation g Follow reporting procedures in accordance with the requirements of relevant maritime regulations and authorities h Recognise the operational and navigational safety consequences of estimating bearing and courses without compass error information
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 using a navigational chart 2 fixing a small vessel's position 3 obtaining and interpreting weather and tidal information 4 navigating a short inshore passage c Shows evidence of application of relevant workplace and regulatory procedures, including: 1 relevant maritime regulations and notices 2 OH&S regulations and hazard prevention policies and procedures 3 job procedures and work instructions d Appropriate action is taken promptly in the event of any problems that may occur when planning or navigating an inshore as per established procedures

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Evidence Guide (**continued**)

TDMMH1207B PLAN AND NAVIGATE A SHORT VOYAGE WITHIN INSHORE LIMITS

2 Evidence required for demonstration of consistent performance (**continued**)	e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among crew and others
3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a plan a simulated inshore passage and conduct navigation using an appropriate marine simulator in simulated coastal areas and across an appropriate range of navigational hazards; and/or b assist in the planning and conduct of an actual passage for a small commercial vessel less than 80 metres in length engaged in an inshore voyage

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Range Statement

Range Statement **TDMMH1207B PLAN AND NAVIGATE A SHORT VOYAGE WITHIN INSHORE LIMITS**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	SCOPE
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in accordance with the relevant maritime regulations
b. Work is performed:	1 within a defined range of operations and routine procedures, with responsibility for own outputs in relation to specified quality standards
c. Work involves:	1 the application of basic navigational principles and procedures required to plan and navigate an inshore voyage for a vessel of up to 80 m in length. Limited accountability and responsibility for self and others in planning a coastal voyage and conducting navigation is involved
d. Work requires:	1 some discretion and judgement in devising and conducting the passage of a vessel up to 80 m in length operating within inshore limits
2. WORKSITE ENVIRONMENT	
a Vessel may include:	1 any commercial vessel less than 80 metres in length engaged on an inshore passage, i.e. within 15 nm
b Voyage to be planned and conducted may include:	1 any inshore voyage navigable by the size and type of small vessel concerned 2 passages through 3 traffic separation schemes in inshore areas

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Range Statement TDMMH1207B PLAN AND NAVIGATE A SHORT VOYAGE WITHIN INSHORE LIMITS	
	4 tidal restricted areas 5 VTS controlled areas
c Navigation may occur in conditions of:	1 clear visibility using visual navigational techniques 2 restricted visibility a combination of visual and electronic techniques 3 clear visibility using a combination of visual and electronic techniques 4 adverse seas and weather

Range Statement (**continued**) TDMMH1207B PLAN AND NAVIGATE A SHORT VOYAGE WITHIN INSHORE LIMITS	
VARIABLE	**SCOPE**
d Instrumentation and equipment used for navigation and fixing a small vessel's position may include:	1 GPS satellite navigation systems 2 integrated navigation systems 3 magnetic compasses 4 gyro compasses and repeaters 5 hand bearing compass 6 chronometers and sextants 7 azimuth mirrors and vanes 8 pelorus 9 doppler and electromagnetic logs 10 depth sounders

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Range Statement (**continued**)

TDMMH1207B PLAN AND NAVIGATE A SHORT VOYAGE WITHIN INSHORE LIMITS

	11 electronic plotters and chart systems 12 radar (where applicable)
e The use of navigational aids to assist safe navigation may include:	1 avoidance of collision with another vessel or navigational hazards 2 fixing the position of the small vessel 3 tracking of other vessels 4 assistance in making of command navigational decisions 5 navigating during search and rescue operations
f Position fixing techniques may include:	1 visual observation of landmarks, lighthouses, beacons and buoys 2 basic dead reckoning, taking into account winds tides currents and estimated speed 3 radar 4 GPS 5 electronic charts and plotters 6 continuous position monitoring
g Documentation and records may include:	1 operational orders and procedures 2 navigational charts of near coastal waters 3 meteorological and oceanographic information in publications and on internet websites

Range Statement (**continued**)

TDMMH1207B PLAN AND NAVIGATE A SHORT VOYAGE WITHIN INSHORE LIMITS

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Range Statement (**continued**)

TDMMH1207B PLAN AND NAVIGATE A SHORT VOYAGE WITHIN INSHORE LIMITS

VARIABLE	SCOPE	
g **Documentation and records may include**: (**continued**)	4	coastal weather reports, charts and satellite images
	5	annual and weekly notices to mariners
	6	publications from the Australian Hydrographer, including radio signals, light lists, sailing directions, tide tables and chart catalogues
	7	navigational warning records
	8	National Standard for Commercial Vessels
	9	vessel's log
	10	vessel manufacturer's instructions and recommended procedures
	11	notices from relevant maritime and port authorities
h **Applicable legislation, regulations and codes may include**:	1	relevant sections of the State and Territory marine regulations
	2	relevant sections of the NSCV and USL Code
	3	regulations for preventing collisions at sea
	4	relevant international, Commonwealth, State and Territory OH&S legislation
	5	Guidelines and Criteria for Ship Reporting Systems
	6	port authority guides and instructions

Unit Sector(s)

Not applicable.

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Field

Field MH Navigation

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned

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TDMMR3007B OPERATE AND CARRY OUT BASIC SERVICE CHECKS ON SMALL VESSEL MARINE PROPULSION SYSTEMS

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to operate and carry out routine basic service checks on propulsion systems on a small commercial vessel within the limits of responsibility and skill of a Marine Engine Driver Grade 3 or a Coxswain as per relevant sections of Part D of the National Standard for Commercial Vessels** (**NSCV**).

Application of the Unit

Application of the unit	The unit has applications in the qualification for a Coxswain and Marine Engine Driver Grade 3 as per relevant sections of Part D of the National Standard for Commercial Vessels (NSCV), i.e. Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain) and Certificate II in Transport&Distribution (Marine Engine Driving - Grade 3).

Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant sections of State and Territory maritime regulations and NSCV/USL Code for a Coxswain or MED 3.

Pre-Requisites

Not applicable.

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Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
.	.
1 Operate propulsion systems	a Propulsion system is operated as per standard operating procedures and manufacturer's instructions and specifications b Propulsion system is prepared, started, and shut down as per manufacturer's instructions c Basic faults are identified during operations and appropriate action is taken
2 Carry out basic, routine servicing procedures on propulsion systems	a The operation of propulsion systems is monitored as per manufacturer's instructions and faulty operation is reported or rectified as per procedures b Basic user service checks are carried out on propulsion system before and during operation in accordance with manufacturer's instructions c Faulty machinery and components are identified and are reported and action is initiated as required for isolation, tagging and repair or replacement in accordance with company procedures

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TDMMR3007B OPERATE AND CARRY OUT BASIC SERVICE CHECKS ON SMALL VESSEL MARINE PROPULSION SYSTEMS

ELEMENT	PERFORMANCE CRITERIA
3 Follow safety and hazard control procedures	a All required safety precaution and regulations are followed when operating and maintaining propulsion systems b Appropriate action is taken in the event of a failure or emergency involving propulsion systems to isolate and secure the relevant equipment and the vessel and maintain the safety of the vessel and persons involved c Emergency and contingency plans are followed in the event of a failure or emergency involving propulsion systems

TDMMR3007B OPERATE AND CARRY OUT BASIC SERVICE CHECKS ON SMALL VESSEL MARINE PROPULSION SYSTEMS

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Procedures for the operation and routine basic servicing on the propulsion system of a small vessel to ensure compliance with safety and pollution control rules and regulations

2 Safety, environmental and hazard control precautions and procedures relevant to the operation and routine servicing of propulsion systems on a small vessel

3 Basic features and operating characteristics of various propulsion systems used on small vessels

4 Problems related to the operation and routine basic servicing of propulsion systems on small vessels and appropriate action and solutions

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REQUIRED KNOWLEDGE

5 Operational and user maintenance records that must be maintained on a small commercial vessel

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Use basic verbal communication skills required when operating and carrying out routine basic servicing on the propulsion system of a small vessel

2 Read, interpret and apply simple instructions standard operating procedures for the operation and routine basic servicing of a propulsion system on a small vessel

3 Read and interpret gauges

4 Complete any required servicing records

5 Work safely and collaboratively with others during the operation and routine basic servicing of a propulsion system on a small vessel

6 Select and use relevant tools and equipment as per instructions

7 Recognise faulty equipment and take appropriate action as per operating instructions

8 Recognise routine problems during the operation and routine basic servicing of propulsion systems on a small vessel and take appropriate action

9 Adapt to changes in equipment and procedures in the workplace

10 Follow required work schedule as per company requirements

11 Bleed a diesel fuel system

Evidence Guide

Evidence Guide

TDMMR3007B OPERATE AND CARRY OUT BASIC SERVICE CHECKS ON SMALL VESSEL MARINE PROPULSION SYSTEMS

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The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Operate propulsion systems on a small vessel b Carry out routine basic service checks of propulsion systems on a small vessel c Exercise all required safety, environmental and hazard control precautions and procedures during operation and routine user servicing of propulsion systems d Communicate effectively with others when operating and carrying out basic service checks on propulsion systems on a small vessel
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 operating propulsion systems on a small vessel 2 carrying out basic routine servicing on propulsion systems on a small vessel 3 applying safety and pollution control precautions when operating and servicing propulsion systems on a small vessel c Shows evidence of application of relevant workplace procedures, including: 1 relevant sections of State and Territory marine regulations and the National Standard for Commercial Vessels 2 OH&S regulations and hazard prevention policies and procedures 3 job procedures and work instructions 4 relevant equipment manufacturer's guidelines relating to operating and carrying out routine service checks on

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The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

	engines and propulsion systems 5 environmental protection procedures when carrying out servicing operations d Action is taken promptly to report problems identified with operating and carrying out routine basic service checks on propulsion systems e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among crew and others

Evidence Guide (**continued**)

TDMMR3007B OPERATE AND CARRY OUT BASIC SERVICE CHECKS ON SMALL VESSEL MARINE PROPULSION SYSTEMS

3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4Specific resources	Access is required to opportunities to:

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3 Context of assessment	a	Assessment of competency must comply with the assessment requirements of the relevant maritime regulations
required for assessment	a	participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to operate and carry out routine basic service checks on propulsion systems on a small vessel; and/or
	b	operate and carry out routine basic service checks on propulsion systems on an operational commercial or training vessel

Range Statement

Range Statement

TDMMR3007B OPERATE AND CARRY OUT BASIC SERVICE CHECKS ON SMALL VESSEL MARINE PROPULSION SYSTEMS

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	SCOPE	
1. GENERAL CONTEXT		
a. Work must be carried out:	1	in compliance with the relevant sections of the State and Territory marine regulations, the National Standard for Commercial Vessels and USL Code
b. Work is performed:	1	within established procedures, with responsibility for own outputs in relation to specified quality and safety standards
c. Work requires:	1	limited responsibility for others in achieving outcomes, including the application of solutions to a variety of predictable maintenance problems
2. WORKSITE ENVIRONMENT		

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

a **Vessel may include**:	1	any small commercial vessel up to 500 kW propulsion power
b **Propulsion systems may include**:	1	petrol outboard motors
	2	medium and high speed diesel propulsion equipment
	3	reduction gears, gearboxes, V-drive boxes, drive legs, etc.
	4	thrust blocks and shaft bearings
c **Operation and basic user servicing of propulsion systems may be conducted**:	1	by day or night in both normal and emergency situations
	2	under any permissible conditions of weather
	3	while underway
	4	during berthing and unberthing operations
	5	while anchored or moored
	6	when refuelling
	7	during cargo operations
	8	during fishing operations

Range Statement (**continued**)

TDMMR3007B OPERATE AND CARRY OUT BASIC SERVICE CHECKS ON SMALL VESSEL MARINE PROPULSION SYSTEMS

VARIABLE	**SCOPE**	
d **Basic user service checks may include**:	1	carrying out manufacturer's instructions for pre-start checks
	2	checking shaft glands
	3	checking strainers

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VARIABLE	SCOPE
	4 checking cooling system 5 visual check for oil leaks 6 visual check, identification and reporting of obvious equipment faults 7 checking fuel levels 8 checking fuel systems
e **Documentation and recordsmay include**:	1 relevant sections of the State and Territory marine regulations and the NSCV and USL Code dealing with the operation of small vessels 2 equipment manufacturer's instructions, specifications and procedures
f **Applicable legislation**, **regulations and codes may include**:	1 State and Territory marine regulations related to the operation of small vessels, including pollution control legislation 2 NSCV and USL Code 3 relevant Commonwealth, State and Territory OH&S legislation

Unit Sector(s)

Not applicable.

Field

Field R Carry Out Operations on Equipment and Systems

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMR3107B OPERATE AND CARRY OUT BASIC SERVICING ON AUXILIARY SYSTEMS

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR:

This unit involves the skills and knowledge required to operate and carry out routine basic servicing checks on auxiliary systems on a small commercial vessel (including the steering, pumping and any refrigeration systems on the vessel) within the limits of responsibility and skill of a Marine Engine Driver Grade 3 or a Coxswain as per relevant sections of Part D of the National Standard for Commercial Vessels (NSCV).

Note: Relevant State/Territory training and qualification requirements need to be fulfilled by any persons carrying out installation, maintenance and/or repair of refrigeration equipment especially with regard to preventing the escape of refrigerants into the atmosphere and to electrical work. Work on refrigeration systems only includes allowable basic operator servicing as per manufacturer's manual. Maintenance and repair of refrigeration systems on a vessel should only be performed by persons qualified under the relevant regulations.

Application of the Unit

Application of the unit	The unit has applications in the qualification for a Coxswain and Marine Engine Driver Grade 3 (MED 3) as per relevant sections of Part D of the National Standard for Commercial Vessels (NSCV), i.e. Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain) and Certificate II in Transport&Distribution (Marine Engine Driving - Grade 3).

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Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant sections of State and Territory maritime regulations and NSCV/USL Code for a Coxswain or MED 3.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate auxiliary systems	a Auxiliary systems are operated in accordance with procedures and manufacturer's instructions and specifications b Auxiliary systems are prepared, started up and shut down as per manufacturer's instructions c Basic faults are identified during operations and appropriate action is taken as per company procedures

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
2 Carry out basic, routine checking and servicing procedures on auxiliary systems	a The operation of auxiliary systems is monitored in accordance with manufacturer's instructions, and faulty operation reported in accordance with procedures b Faulty equipment and components are identified and reported, and action is initiated as required for isolation, tagging and repair or replacement as per company procedures
3 Follow safety and hazard control procedures	a All required safety precautions and regulations are followed when operating and maintaining auxiliary systems b Operational hazards are identified and action is taken to minimise or eliminate risk to personnel, vessel and the environment c Where relevant, procedures and precautions necessary for entry into confined spaces on a vessel are correctly followed d Appropriate action is taken in the event of a failure or emergency involving auxiliary systems to isolate and secure the relevant equipment and the vessel and maintain the safety of the vessel and persons involved e Shipboard emergency and contingency are followed in the event of a failure or emergency involving auxiliary systems

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant OH&S and pollution control legislation, codes of practice, policies and procedures

2 Procedures for the operation and routine basic servicing of auxiliary systems on a small vessel

3 Safety, environmental and hazard control precautions and procedures relevant to

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REQUIRED KNOWLEDGE

the operation and routine servicing of auxiliary systems on a small vessel

4 Basic features and operating characteristics of auxiliary systems used on small vessels, including:

a steering systems

b pumping systems

c refrigeration systems

5 Problems related to the operation and routine basic servicing of auxiliary systems on small vessels and appropriate action and solutions

6 Running logs and servicing records that may be kept on a small commercial vessel

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Use basic verbal communication skills required when operating and carrying out routine basic servicing on the auxiliary systems of a small vessel

2 Read, interpret and apply simple instructions on the operation and routine basic servicing of auxiliary systems of a small vessel

3 Complete any required servicing records

4 Work safely and collaboratively with others during the operation and routine basic servicing of auxiliary systems on a small vessel

5 Select and use relevant tools and equipment as per instructions

6 Recognise faulty equipment and take appropriate action as per operating instructions

7 Recognise routine problems during the operation and routine basic servicing of auxiliary systems on a small vessel and take appropriate action

8 Adapt to changes in equipment and procedures in the workplace

9 Follow required work schedule as per company requirements

10 Read and interpret gauges

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Evidence Guide

Evidence Guide

TDMMR3107B OPERATE AND CARRY OUT BASIC SERVICING ON AUXILIARY SYSTEMS

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Operate auxiliary systems on a small vessel b Carry out routine basic servicing and checks of auxiliary systems on a small vessel c Identify typical problems related to the basic servicing of auxiliary systems on a vessel and take appropriate action in conjunction with other crew members d Exercise all required safety, environmental and hazard control precautions and procedures during operation and routine servicing of systems e Communicate effectively with others when operating and carrying out basic servicing on auxiliary systems on a small vessel
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 operating auxiliary systems on a small vessel 2 carrying out routine servicing on auxiliary systems on a small vessel 3 identifying and reporting routine operational and basic servicing problems 4 applying safety and pollution control precautions when operating and servicing auxiliary systems on a small vessel

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Evidence Guide

TDMMR3107B OPERATE AND CARRY OUT BASIC SERVICING ON AUXILIARY SYSTEMS

c Shows evidence of application of relevant workplace procedures, including:

1 relevant sections of State and Territory marine regulations

2 OH&S regulations and hazard prevention policies and procedures

3 job procedures and work instructions

4 relevant equipment manufacturer's guidelines relating to operating and carrying out routine servicing on auxiliary systems on a small vessel

5 environmental protection procedures when carrying out servicing operations

d Action is taken promptly to report and/or rectify problems identified when operating and carrying out routine basic servicing on auxiliary systems

e Work is completed systematically with required attention to detail

f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among crew and others

Evidence Guide (**continued**)

TDMMR3107B OPERATE AND CARRY OUT BASIC SERVICING ON AUXILIARY SYSTEMS

3	**Context of assessment**	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations,

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Evidence Guide (continued) TDMMR3107B OPERATE AND CARRY OUT BASIC SERVICING ON AUXILIARY SYSTEMS	
	and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to operate and carry out routine basic servicing on auxiliary systems on a small vessel; and/or b operate and carry out routine basic servicing on auxiliary systems on an operational commercial or training vessel

Range Statement

Range Statement TDMMR3107B OPERATE AND CARRY OUT BASIC SERVICING ON AUXILIARY SYSTEMS	

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	SCOPE
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with the relevant sections of State and Territory marine regulations and the National Standard for Commercial Vessels and USL Code
b. Work is	1 within established procedures, with responsibility for own

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Range Statement

TDMMR3107B OPERATE AND CARRY OUT BASIC SERVICING ON AUXILIARY SYSTEMS

performed:		outputs in relation to specified quality and safety standards
d. **Work requires**:	1	limited responsibility for others in achieving outcomes, including the application of solutions to a variety of predictable servicing problems

2. WORKSITE ENVIRONMENT

a Vessel may include:	1	any small commercial vessel up to 500 kW propulsion power
b Auxiliary systems may include:	1	steering arrangements
	2	pumping systems
	3	refrigeration systems
c Operation and basic servicing of auxiliary systems may be conducted:	1	by day or night in both normal and emergency situations
	2	under any permissible conditions of weather
	3	while underway
	4	during berthing and unberthing operations
	5	while anchored or moored
	6	in dry dock
	7	when bunkering
	8	during fishing operations (where applicable)
	9	during cargo operations

Range Statement (**continued**)

TDMMR3107B OPERATE AND CARRY OUT BASIC SERVICING ON AUXILIARY SYSTEMS

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Range Statement (**continued**)

TDMMR3107B OPERATE AND CARRY OUT BASIC SERVICING ON AUXILIARY SYSTEMS

VARIABLE	SCOPE
d Basic servicing may include:	1 routine basic checks of systems and equipment 2 identification and reporting of faults and arranging for repair or replacement
e Operation and basic servicing tasks for auxiliary systems may include:	1 operating controls 2 checking readings 3 identifying faulty operation 4 making adjustments in accordance with manufacturer's instructions
f Servicing tools and equipment may include:	1 hand tools, including screwdrivers, spanners, wrenches protective clothing and equipment such as: i eye and ear protection ii safety boots iii dust and fume masks
g Documentation and records may include:	1 relevant sections of State and Territory marine regulations 2 vessel and company auxiliary systems servicing procedures 3 equipment manufacturer's instructions, specifications and procedures
h Applicable legislation, regulations and codes may include:	1 National Standard for Commercial Vessels and USL Code 2 relevant sections of State and Territory marine regulations 3 relevant international, Commonwealth, State and Territory OH&S and pollution control legislation

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Unit Sector(s)

Not applicable.

Field

Field R Carry Out Operations on Equipment and Systems

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMR3207B OPERATE AND CARRY OUT BASIC ROUTINE SERVICING OF MARINE EXTRA LOW AND LOW VOLTAGE ELECTRICAL SYSTEMS

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR:

This unit involves the skills and knowledge required to safely operate and carry out routine basic servicing of extra low voltage and low voltage electrical systems and be aware of the safety precautions for these systems on a small commercial vessel, **including operation and service checks of systems**, **basic care and servicing of batteries and charging systems**, **and basic operation and servicing of starter motors**, **alternators and associated equipment**.

Note: All installation, servicing and repair of AC (50 volts or above) or DC (above 115 volts) must be carried out only by a suitably qualified engineer or licensed tradesman. Relevant State/Territory electrical licensing requirements must be fulfilled by any persons carrying out installation, servicing and repair of electrical circuits and systems at such voltages on a vessel.

Application of the Unit

Application of the unit	The unit has applications in the qualification for a Coxswain and Marine Engine Driver Grade 3 (MED 3) as per relevant sections of Part D of the National Standard for Commercial Vessels (NSCV), i.e. Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain) and Certificate II in Transport&Distribution (Marine Engine Driving Grade 3).

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Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant sections of State and Territory maritime regulations and NSCV/USL Code for a Coxswain or MED 3.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Operate extra low voltage electrical systems	a Extra low voltage (ELV) electrical systems are safely operated in accordance with procedures and manufacturer's instructions and specifications b Appropriate precautions are taken when operating low voltage electrical systems in accordance with standard operating procedures c Basic servicing of extra low and low voltage systems is carried out in accordance with vessel's standard operating standard operating procedures) d Safely connect and disconnect 240 volt supply from shore as per standard operating procedures

TDMMR3207B OPERATE AND CARRY OUT BASIC ROUTINE SERVICINGOF MARINE EXTRA LOW AND LOW VOLTAGE ELECTRICAL SYSTEMS

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ELEMENT	PERFORMANCE CRITERIA
2 Operate and carry out basic servicing of starter motors, alternators and associated equipment	a The operation of starter motors, alternators and associated equipment is monitored in accordance with manufacturer's instructions b Faulty equipment and components are identified and are reported and action is initiated as required for isolation, tagging and repair or replacement in accordance with standard operating procedures
3 Follow safety and hazard control procedures	a All required safety precautions and regulations are followed when operating and servicing extra low voltage and low voltage electrical systems and associated equipment b Operational hazards are identified and action is taken to minimise or eliminate risk to personnel, vessel and the environment c Where relevant, and in consultation with relevant officers, procedures and precautions necessary for entry into confined spaces on a vessel are correctly followed d Appropriate action is taken in the event of a failure or emergency involving starter motors, alternators and extra low voltage electrical systems to isolate and secure the relevant equipment and the vessel and maintain the safety of the vessel and persons involved e Shipboard emergency and contingency plans are followed in the event of a failure or emergency involving starter motors, alternators and extra low voltage electrical systems

TDMMR3207B OPERATE AND CARRY OUT BASIC ROUTINE SERVICINGOF MARINE EXTRA LOW AND LOW VOLTAGE ELECTRICAL SYSTEMS

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Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant OH&S legislation and policies

2 Typical standard operating procedures for the operation and basic routine servicing of ELV and LV systems on a small vessel falling specifications.

Note: All installation, maintenance and repair of AC (50 volts or above) DC (above 115 volts) must be carried out only by a suitably qualified engineer or licensed tradesman. Relevant State/Territory electrical licensing requirements must be fulfilled by any persons carrying out installation, maintenance and repair of electrical circuits and systems at such voltages on a vessel.

3 Safety, environmental and hazard control precautions and procedures relevant to the operation and routine servicing of ELV and LV systems on a small vessel

4 Principal features and operating characteristics of typical ELV and LV systems used on small vessels, including:

a basic care and servicing of shipboard electrical systems generally

b DC systems

c batteries - types, care, servicing, hazards and safety precautions

d procedures and precautions when connecting batteries

e use of fuses and circuit breakers, including the selection of correct capacity

f types of starter motors and alternators typically used on small vessels

5 Procedures for isolating equipment in ELV and LV electrical systems

6 Typical problems related to the during the operation and basic servicing of ELV and LV systems on small vessels and appropriate action and solutions

7 Maritime communication techniques needed during the operation and basic servicing of auxiliary systems on small vessels

8 Types of running logs and servicing records that must be maintained on a vessel to meet the requirements of the company and regulatory authorities

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TDMMR3207B OPERATE AND CARRY OUT BASIC ROUTINE SERVICINGOF MARINE EXTRA LOW AND LOW VOLTAGE ELECTRICAL SYSTEMS

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Use basic verbal communication skills required when operating and carrying out routine basic servicing on the low voltage and extra low voltage systems on a small vessel

2 Read, interpret and apply simple instructions and standard operating procedures for the operation and routine basic servicing of a low voltage and extra low voltage systems on a small vessel

3 Complete any required servicing records

4 Work safely and collaboratively with others during the operation and routine basic servicing of a low voltage and extra low voltage systems on a small vessel

5 Select and use relevant tools and equipment as per instructions

6 Recognise faulty equipment and take appropriate action as per operating instructions

7 Recognise routine problems during the operation and routine basic servicing of low voltage and extra low voltage systems on a small vessel and take appropriate action

8 Adapt to changes in equipment and procedures in the workplace

9 Follow required work schedule as per company requirements

10 Connect and disconnect 240 volts AC shore power to vessel and operate relevant switching devices on board vessel

Evidence Guide

Evidence Guide

TDMMR3207B OPERATE AND CARRY OUT BASIC ROUTINE SERVICINGOF MARINE EXTRA LOW AND LOW VOLTAGE ELECTRICAL SYSTEMS

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The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Carry out basic operation of ELV and LV electrical systems on a small vessel b Carry out routine basic servicing and checks of ELV and LV electrical systems on a small vessel c Connect and disconnect 240 volt AC shore power d Identify typical problems related to the operation and basic servicing of ELV and LV systems and take appropriate action e Exercise all required safety, environmental and hazard control precautions and procedures during operational and servicing operations f Communicate effectively with others when carrying out operations and servicing procedures on board a vessel
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 operating and carrying out basic routine servicing of ELV and LV systems 2 identifying and evaluating operational and servicing problems and determining appropriate courses of action 3 connecting and disconnecting 240 volt AC shore power 4 applying safety precautions relevant to the operation and servicing of ELV and LV systems 5 identifying and implementing improvements to procedures for the operation and routine servicing of ELV and LV systems c Shows evidence of application of relevant workplace procedures, including:

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	1 relevant sections of the National Standard for Commercial Vessels 2 OH&S regulations, pollution control and hazard prevention policies and procedures 3 job procedures and work instructions 4 relevant vessel manufacturer's guidelines relating to the operation and basic routine servicing of ELV and LV systems

Evidence Guide (**continued**)

TDMMR3207B OPERATE AND CARRY OUT BASIC ROUTINE SERVICINGOF MARINE EXTRA LOW AND LOW VOLTAGE ELECTRICAL SYSTEMS

2 Evidence required for demonstration of consistent performance (**continued**)	d Action is taken promptly to report and/or rectify issues and problems identified with the operation and routine servicing of ELV and LV systems in accordance with manufacturer's instructions, statutory requirements and company procedures e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among crew and others
3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or

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	ii on an appropriate working or training vessel
4Specific resources required for assessment	Access is required to opportunities to: a participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to operate and carry out routine servicing of ELV and LV systems on a small vessel; and/or b operate and carry out routine servicing of ELV and LV systems on an operational small commercial or training vessel

Range Statement

Range Statement

TDMMR3207B OPERATE AND CARRY OUT BASIC ROUTINE SERVICINGOF MARINE EXTRA LOW AND LOW VOLTAGE ELECTRICAL SYSTEMS

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	**SCOPE**
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with the relevant sections of State and Territory marine regulations and the National Standard for Commercial Vessels
b. Work is performed:	1 within established procedures, with responsibility for own outputs in relation to specified quality and safety standards
d. Work requires:	1 limited responsibility for others in achieving outcomes, including the application of solutions to a variety of predictable servicing problems falling within the limits of responsibility of a Marine Engine Driver Grade 3 or a

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

	Coxswain Note: All installation, maintenance and repair of AC (50 volts or above) DC (above 115 volts) must be carried out only by a suitably qualified engineer or licensed tradesman. Relevant State/Territory electrical licensing requirements must be fulfilled by any persons carrying out installation, maintenance and repair of electrical circuits and systems at such voltages on a vessel

2. WORKSITE ENVIRONMENT

a	**ELV systems may include**:	1 those normally found on a small commercial vessel up to 500 kW propulsion power
b	**Operation and basic servicing of on-board ELV and LV systems may be carried out**:	1 by day or night in both normal and emergency situations 2 under any permissible conditions of weather 3 while underway 4 while anchored or moored 5 during servicing operations or when vessel is slipped
c	**Extra low voltage and low voltage systems may include**:	1 lead acid batteries 2 circuit breakers 3 wiring, switches and lights 4 starter motors and alternators

Range Statement (**continued**)

TDMMR3207B OPERATE AND CARRY OUT BASIC ROUTINE SERVICINGOF MARINE EXTRA LOW AND LOW VOLTAGE ELECTRICAL SYSTEMS

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VARIABLE	SCOPE
d Basic servicing may include:	1 routine checks of systems and equipment 2 identification and reporting of faults and arranging for repair or replacement
e Typical operation and basic servicing tasks in extra low voltage systems may include:	1 operating main switches 2 identifying switches 3 changing a fuse 4 checking and replacing a blown lamp 5 testing and checking a battery 6 reading basic ammeters 7 checking navigation lights 8 identifying and fixing bad connections 9 ensuring batteries are properly vented and there is no gas build up 10 identifying and fixing battery leaks 11 checking that wiring in correctly connected and repairing loose wires 12 checking belt tension on an alternator 13 checking that shore power is properly connected and is operational
f Servicing tools and equipment may include:	1 hand tools, including screwdrivers, pliers, cutters, soldering iron, etc. 2 meters and instrumentation 3 protective clothing and equipment such as: i eye and ear protection ii head gear and safety boots

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VARIABLE	SCOPE
g Documentation and recordsmay include:	1 relevant sections of maritime and electrical regulations 2 vessel and company servicing procedures for ELV systems 3 equipment manufacturer's instructions, specifications and procedures
h Applicable legislation, regulations and codes may include:	1 National Standard for Commercial Vessels and USL Code 2 relevant State/Territory electrical licensing requirements and wiring rules 3 relevant OH&S regulations

Unit Sector(s)

Not applicable.

Field

Field R Carry Out Operations on Equipment and Systems

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMR5407B CARRY OUT REFUELLING AND FUEL TRANSFER OPERATIONS

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to supervise or carry out routine refuelling and fuel transfer operations as per relevant sections of Part D of the National Standard for Commercial Vessels** (**NSCV**). **The commercial vessel should be considered as operating within the coastal environment and include the transfer of fuel from one vessel to another while at sea**.

Application of the Unit

Application of the unit	The unit has applications in the qualification for Coxswain, Master 5 and Marine Engine Drivers Grades 1, 2 and 3 as per relevant sections of Part D of the National Standard for Commercial Vessels (NSCV), i.e. Certificate II in Transport&Distribution (Coastal Maritime Operations - Master Class 5), Certificate III in Transport&Distribution (Coastal Maritime Operations - Master Class 4), Certificate II, in Transport&Distribution (Marine Engine Driving - Grade 3), Certificate III in Transport&Distribution (Marine Engine Driving - Grade 2) and Certificate IV in Transport&Distribution (Marine Engine Driving - Grade 1).

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Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant sections of State and Territory maritime regulations and NSCV/USL Code for Coxswain, Master 5 and Marine Engine Drivers Grades 1, 2 and 3 on commercial vessels operating in coastal waters.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan refuelling or fuel transfer operation	a Refuelling and fuel transfer planning activities are carried out as per procedures b The amount and positioning of the fuel on board the receiving vessel are calculated using established methods c The impacts of refuelling on stability and the safety of the vessel are determined and taken into account d Appropriate action is taken to ensure that all required safety equipment is available, including emergency response stores
2 Prepare vessel for refuelling	a Pre-refuelling or pre-fuel-transfer activities and precautions are carried out as per established procedures and regulatory

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ELEMENT	PERFORMANCE CRITERIA
or fuel transfer operations	requirements

ELEMENT	PERFORMANCE CRITERIA
3 Complete refuelling or fuel transfer	a Refuelling or fuel transfer process is carried out in accordance with established procedures b Appropriate action is taken to ensure that communications are maintained between all persons involved in the refuelling or fuel transfer operation c The safety boundary is maintained for the full duration of the operation
4 Respond to emergency situation	a An appropriate response is made to an emergency situation in accordance with established emergency and practised procedures. b Safety zone is closed off and isolated in accordance with emergency procedures and regulatory requirements c All persons within the safety zone are correctly notified and their activities managed to ensure safety in accordance with emergency procedures and regulatory requirements d Appropriate authorities are notified and actions taken as directed in accordance with emergency procedures and regulatory requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

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REQUIRED KNOWLEDGE

1 Relevant OH&S and pollution control legislation and policies

2 Refuelling and fuel transfer procedures applying to commercial coastal vessels between 10 and 35 m

3 Functions and responsibilities of crew members during refuelling and fuel transfer operations

4 Hazards and related safety precautions to be observed during refuelling and fuel transfer operations

5 Key information related to special hazards, precautions and related procedures applicable during refuelling or fuel transfer, including:

- a tank layouts and valve and pipe systems
- b physical properties of fuels, gases
- c causes of explosions and related preventative measures
- d hazards associated with refuelling and fuel transfer and related hazard control methods
- e procedures and policies for the use of personal protection clothing and equipment (PPE)
- f procedures for the use of escape/evacuation equipment
- g procedures for the prevention of air and water pollution
- h procedures to be taken in the event of an accidental fuel spillage

6 Basic environmental protection measures to be applied during refuelling or fuel transfer operations

7 Communication techniques and equipment used during refuelling or fuel transfer operations

8 Procedures for working in confined spaces on a vessel

REQUIRED SKILLS

This describes the basic skills required for this unit.

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REQUIRED SKILLS

1 Use basic verbal communication skills required during refuelling and fuel transfer operations

2 Read, interpret and apply simple instructions and safety precautions related to refuelling and fuel transfer operations

3 Complete any required records

4 Work safely and collaboratively with others during refuelling and fuel transfer operations

5 Select and use relevant equipment required for refuelling and fuel transfer operations as per instructions

6 Take appropriate action in the event of an accidental fuel spillage or safety incident during refuelling and fuel transfer operations

7 React appropriately to changed conditions during a refuelling and fuel transfer operation

8 Recognise faulty equipment and take appropriate action as per operating instructions

9 Recognise problems and hazards during refuelling/fuel transfer operations and take appropriate action

10 Adapt to changes in equipment and procedures in the workplace

11 Follow required work schedule as per company requirements

12 Measure tank levels

13 Identify tank filling and venting pipes

Evidence Guide

Evidence Guide

TDMMR5407B CARRY OUT REFUELLING AND FUEL TRANSFER OPERATIONS

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement

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Evidence Guide

TDMMR5407B CARRY OUT REFUELLING AND FUEL TRANSFER OPERATIONS

and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Plan for and apply all required safety, environmental and hazard control precautions and procedures during refuelling and fuel transfer operations b Communicate effectively with others involved with refuelling and fuel transfer operations c React appropriately to changed conditions during a refuelling and fuel transfer operation
2 Evidence required for demonstration of consistent performance	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts b Consistently applies underpinning knowledge and skills when: 1 carrying out vessel refuelling from a variety of sources such as wharf tanks, bunker barges, road tanker and mother vessels 2 transferring fuel within the vessel 3 transferring fuel from one vessel to another 4 exercising all required safety, environmental and hazard control precautions and procedures refuelling and fuel transfer operations 5 communicating effectively with others during refuelling and fuel transfer operations c Shows evidence of application of relevant workplace procedures, including: 1 vessel's safety management procedures 2 OH&S regulations and hazard prevention policies and procedures

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Evidence Guide

TDMMR5407B CARRY OUT REFUELLING AND FUEL TRANSFER OPERATIONS

	3 standard operating procedures and work instructions d Action is taken promptly to react to operational incidents and problems in accordance with established procedures e Work is completed systematically with required attention to detail f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among crew and others

Evidence Guide (**continued**)

TDMMR5407B CARRY OUT REFUELLING AND FUEL TRANSFER OPERATIONS

3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4 Specific resources required for assessment	Access is required to opportunities to: a demonstrate the ability to supervise refuelling and fuel transfer operations on board a vessel and between vessels through appropriate case studies, practical exercises and simulated situations; and/or b supervise refuelling and fuel transfer operations on board an

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Evidence Guide (**continued**)

TDMMR5407B CARRY OUT REFUELLING AND FUEL TRANSFER OPERATIONS

	operational commercial or training vessel

Range Statement

Range Statement

TDMMR5407B CARRY OUT REFUELLING AND FUEL TRANSFER OPERATIONS

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	**SCOPE**
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with the relevant sections of the State and Territory marine regulations and the National Standard for Commercial Vessels
b. Work is performed:	1 as the engineer accountable and responsible in achieving the prescribed outcomes
c. Work involves:	1 the application of established procedures and techniques to the refuelling or fuel transfer tasks
2. WORKSITE ENVIRONMENT	
a Vessel may include:	1 any commercial coastal vessel up to 1,500 kW propulsion power
b Refuelling or fuel transfer tasks may include:	1 carrying out pre-refuelling activities 2 generating a checklist for refuelling activities 3 routine refuelling activities

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Range Statement **TDMMR5407B CARRY OUT REFUELLING AND FUEL TRANSFER OPERATIONS**	
	4 containment of spills 5 emergency response 6 carrying out post-refuelling activities 7 measuring tank levels and contents
c Pre-refuelling or fuel transfer activities and precautions may include but are not limited to:	1 all persons involved with refuelling or fuel transfer are properly briefed as to their function and responsibility 2 deployment of spill prevention systems as per standard operating procedures and regulatory requirements and appropriate signage deployed 3 establishment of a safety boundary for the refuelling process in accordance with established procedures and regulatory requirements

Range Statement (**continued**) **TDMMR5407B CARRY OUT REFUELLING AND FUEL TRANSFER OPERATIONS**	
VARIABLE	**SCOPE**
c Pre-refuelling or fuel transfer activities and precautions may include but are not limited to: (**continued**)	4 confirmation that all equipment required for an emergency response is immediately available 5 communication channels are open and ready for access 6 required emergency response training and awareness has been completed
d Operational hazards for refuelling or	1 sources of ignition leading to explosion and fire 2 electrostatic generation leading to discharge

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Range Statement (**continued**) **TDMMR5407B CARRY OUT REFUELLING AND FUEL TRANSFER OPERATIONS**	
fuel transfer operations may include:	3 environmental hazards to air and water 4 spills or release of vapours and gases, involving skin contact and inhalation 5 working within confined spaces
e Sources of information and documentation may include:	1 safety management system plans, procedures, checklists and instructions 2 vessel and company procedures
f Applicable regulations and legislation may include:	1 State and Territory marine regulations related to the operation of small vessels 2 relevant sections of the National Standard for Commercial Vessels 3 relevant international, Commonwealth, State and Territory OH&S and pollution control legislation

Unit Sector(s)

Not applicable.

Field

Field MF Carry Out Operations on Equipment and Systems

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TDMMU507B ENSURE COMPLIANCE WITH ENVIRONMENTAL CONSIDERATIONS IN A SMALL DOMESTIC VESSEL

Modification History

Not applicable.

Unit Descriptor

UNIT DESCRIPTOR: **This unit involves the skills and knowledge required to operate a coastal vessel up to 24 metres in length in compliance with marine regulations and environmental considerations**.

Application of the Unit

Application of the unit	The unit applications in qualifications for Coxswain, Master 5, Skipper 3, i.e. Certificate II in Transport&Distribution (Coastal Maritime Operations - Coxswain), Certificate III in Transport&Distribution (Coastal Maritime Operations - Master Class 5) and for Marine Engine Drivers 2 and 3, i.e. Certificate III in Transport&Distribution (Marine Engine Driving - Grade 2) and Certificate II in Transport&Distribution (Marine Engine Driving - Grade 3).

Licensing/Regulatory Information

Licensing/legislative requirements	The unit is consistent with the relevant maritime regulations describing mandatory compliance with marine environmental considerations on coastal vessels.

Pre-Requisites

Not applicable.

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Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	*Performance Criteria describe the required performance needed to demonstrate achievement of the element*. *Assessment of performance is to be consistent with the Evidence Guide*.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
.	.
1 Apply relevant domestic legislative requirements	a Relevant domestic legislative and administrative requirements are identified, understood and applied to vessel operations b Basic need for management of environmental issues is identified, understood and addressed during vessel operations c Implications and concerns on environmental issues other than those managed by marine safety authorities are identified and interpreted, and appropriate action is taken in respect of vessel operations
2 Apply principles for preventing oil pollution and for responding to pollution incidents	a Generic precautions for preventing spillage of oil through refuelling bilge pumping transfer of fuel, maintenance, loss of deck cargo, loss of vessel are understood and applied during vessel operations b Generic responses to spilled fuel are understood and applied during vessel operations and pollution incidents c Requirements for the responsible disposal of waste oil are understood and applied during vessel operations and maintenance

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TDMMU507B ENSURE COMPLIANCE WITH ENVIRONMENTAL CONSIDERATIONS IN A SMALL DOMESTIC VESSEL

ELEMENT	PERFORMANCE CRITERIA
3 Apply requirements for management of garbage	a The rules of disposal of garbage are understood and applied during vessel operations b A garbage record book is maintained in accordance with regulatory requirements and workplace procedures c Principles of responsible management of garbage are applied during vessel operations
4 Apply basic principles of ballast water management	a Basic reasoning and principles for ballast water control are understood and applied during vessel operations
5 Apply the principles of management of sewage discharges	a Basic reasoning and principles for sewage control are applied during vessel operations b Responsible management of sewage is demonstrated during vessel operations
6 Apply environmental and safety principles during the stowage and management of explosive and flammable material	a Environmental and safety principles and regulatory requirements are applied during stowage and management of flammable/explosive liquids, gases, solids and other materials normally carried on board b Dangers inherent with the above materials are understood and appropriate precautions are taken in accordance with regulatory requirements and workplace procedures

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TDMMU507B ENSURE COMPLIANCE WITH ENVIRONMENTAL CONSIDERATIONS IN A SMALL DOMESTIC VESSEL

Required Skills and Knowledge

REQUIRED KNOWLEDGE

This describes the knowledge required for this unit.

1 Relevant legislation, codes of practice, policies and procedures to protect the marine environment

2 Effects on the marine environment of various possible pollution incidents

3 Pollution control problems and related measures to protect the marine environment

4 Certificates and other documents required by relevant Australian and/or international legislation and conventions for the protection of the marine environment

5 Operational characteristics of emission control equipment used on various types and sizes of vessels

6 Operational requirements of water, bilge, waste, pollution and recycling management processes used on various types and sizes of small vessels

7 Requirements under Australian and/or international legislation and conventions for reporting incidents related to breaches of the statutory codes and measures for the protection of the marine environment

8 Safety implications of the carriage and stowage of flammable or hazardous material in a small vessel

REQUIRED SKILLS

This describes the basic skills required for this unit.

1 Use basic verbal communication skills

2 Read and interpret instructions and procedures related to environmental considerations

3 Work safely and collaboratively with others when implementing environmental considerations

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REQUIRED KNOWLEDGE

4 Give instructions and directions on environmental considerations on a coastal vessel

5 Recognise pollution control problems and hazards that may occur on a coastal vessel and take appropriate action

6 Complete required documents related to breaches of environmental protection requirements that may occur on a small domestic vessel

7 Adapt to any changes in environmental protection procedures in the workplace

Evidence Guide

Evidence Guide

TDMMU507B ENSURE COMPLIANCE WITH ENVIRONMENTAL CONSIDERATIONS IN A SMALL DOMESTIC VESSEL

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

1 Critical aspects of evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills to: a Maintain compliance with legislative requirements for protection of the marine environment b Implement preventative and remedial anti-pollution procedures as per relevant regulations and procedures c Identify typical pollution control problems and take appropriate action d Maintain all records concerning anti-pollution measures and breaches of anti-pollution regulations e Communicate effectively with others concerning measures to protect the marine environment
2 Evidence required for	a Performance is demonstrated consistently over a period of time and in a suitable range of contexts

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demonstration of consistent performance	b Consistently applies underpinning knowledge and skills when: 1 completing activities aimed at compliance with relevant regulatory requirements for protection of the marine environment 2 identifying and evaluating problems related to compliance with relevant regulations for environmental protection and determining appropriate courses of action 3 following anti-pollution procedures 4 assessing compliance of vessel with relevant regulatory requirements for protection of the marine environment 5 stowing flammable or hazardous materials on board c Shows evidence of application of relevant workplace procedures, including: 1 relevant regulatory requirements dealing with environmental protection 2 OH&S regulations and hazard prevention policies and procedures 3 job procedures and work instructions related to environmental protection 4 on-board housekeeping processes 5 waste, pollution and recycling management processes, where relevant d Action is taken promptly to report and/or rectify breaches of environmental protection regulations e Work is completed systematically with required attention to detail

Evidence Guide

TDMMU507B ENSURE COMPLIANCE WITH ENVIRONMENTAL CONSIDERATIONS IN A SMALL DOMESTIC VESSEL

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2 Evidence required for demonstration of consistent performance	f Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among crew and others
3 Context of assessment	a Assessment of competency must comply with the assessment requirements of the relevant maritime regulations b Assessment of this unit must be undertaken within relevant marine authority approved and audited arrangements by a registered training organisation: 1 As a minimum, assessment of knowledge must be conducted through appropriate written/oral examinations, and 2 Appropriate practical assessment must occur: i at the registered training organisation; and/or ii on an appropriate working or training vessel
4Specific resources required for assessment	Access is required to opportunities to: a demonstrate performance in suitably simulated activities aimed at the protection of the marine environment covering an appropriate range of situations experienced on a vessel and/or b contribute to measures to protect the marine environment on a vessel in an appropriate range of situations, weather and loading conditions

Range Statement

Range Statement

TDMMU507B ENSURE COMPLIANCE WITH ENVIRONMENTAL CONSIDERATIONS IN A SMALL DOMESTIC VESSEL

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

VARIABLE	SCOPE
1. GENERAL CONTEXT	
a. Work must be carried out:	1 in compliance with mandatory rules and regulations concerning protection of the marine environment.
b. Work is performed:	1 relatively independently under broad operational requirements, with limited accountability and responsibility for self and others in achieving the prescribed outcomes
c. Work involves:	1 the application of regulations and measures to ensure the protection of the marine environment in a wide variety of operational contexts.
2. WORKSITE ENVIRONMENT	
a Vessel may include:	1 any Australian or international commercial vessel
b Dangers to the marine environment may occur:	1 by day or night in both normal and emergency situations 2 under any possible conditions of sea and weather 3 while underway 4 during berthing and unberthing operations 5 while anchoring or mooring 6 while moored or at anchor 7 during loading and unloading operations 8 during maintenance operations
c Items and equipment which may be checked as part of	1 pumps 2 valves 3 emission control equipment

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The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

anti-pollution measures include:	4 water management equipment, including: cooling water, ballast water and bilge systems 5 waste storage and recycling equipment

Range Statement (**continued**)

TDMMU507B ENSURE COMPLIANCE WITH ENVIRONMENTAL CONSIDERATIONS IN A SMALL DOMESTIC VESSEL

VARIABLE	SCOPE
d Preventative measures to protect the marine environment may include:	1 prevention of spillages of cargo 2 prevention of spillages of fuel and oil 3 control of polluting emissions of gas and smoke 4 effective management of waste, pollution and recycling processes 5 effective management of ballast operations 6 shipboard housekeeping 7 pollution control instructions
e Environmental issues other than those managed by marine safety authorities may include but are not restricted to:	1 fishing restrictions 2 damage to sensitive environments through anchoring 3 laying pots/traps/moorings 4 noise 5 ballast water management
f Flammable/ explosive liquids, gases,	1 spare fuel 2 lubricants

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VARIABLE	SCOPE
solids and other hazardous materials may include but are not restricted to:	3 LPG cooking gas 4 cleaning products 5 chemicals
g Sources of information and documentation may include:	1 operational orders 2 relevant regulations for the type of vessel involved 3 company procedures related to the protection of the marine environment 4 equipment manufacturer's instructions and recommended procedures 5 instructions of relevant maritime authorities 6 vessel's log where relevant 7 certificates and other documents required by regulations for the protection of the marine environment 8 relevant standards related to the protection of the marine environment, including guidelines issued under the Australian Intergovernment Agreement on a National System for the Prevention and Management of Marine Pest Incursions

Range Statement (**continued**)

TDMMU507B ENSURE COMPLIANCE WITH ENVIRONMENTAL CONSIDERATIONS IN A SMALL DOMESTIC VESSEL

VARIABLE	SCOPE
h Dependent on the type, **size and range of service of the**	1 relevant sections of maritime regulations related to protection of the marine environment 2 relevant sections of the NSCV related to protection of the

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VARIABLE	SCOPE
vessel, **applicable regulations and legislation may include**:	marine environment 3 MARPOL Convention 4 relevant Australian and/or State/Territory legislation related to protection of the marine environment 5 the National Plan to Combat the Pollution of the Sea by Oil 6 Australian Intergovernment Agreement on a National System for the Prevention and Management of Marine Pest Incursions

Unit Sector(s)

Not applicable.

Field

Field U Environment

Relationship to other units

Relationship to other units	The unit may be assessed in conjunction with other units that relate to the functions of the occupation(s) concerned.

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TLIA2009A Complete and check import/export documentation

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to complete and or evaluate import and export documentation, and check documentation in accordance with the requirements of Customs and related legislation and workplace procedures. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant Customs and related legislation and workplace requirements concerning the completion and checking of import/export documentation.

Work is performed under some supervision generally within a team environment. Work is undertaken in a range of environments including small to large worksites in the customs broking and freight forwarding industries.

This unit is normally packaged at AQF II or above.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify procedures required for documentation for import/export of goods	1.1 Documents required for import/export of goods are identified 1.2 Required documents are sourced 1.3 Content requirements for each section of the documentation are applied 1.4 Timelines for completion of documents are identified and noted 1.5 Requirements for permits and other documentation (e.g. Quarantine) are identified and implications noted 1.6 Procedures for obtaining clearances including AUTHORITY TO DEAL, Delivered into Home Consumption authorisation and Export Declaration Numbers (EDN) are identified and followed in accordance with the requirements of Customs and related legislation and workplace procedures 1.7 Letters of credit are identified and implications of each noted 1.8 Assistance is sought as required in identifying required documents and to commence process of assessing or completing these documents 1.9 Lodge all documentation if required by legislation (e.g. CITES)
2 Complete documentation to meet legislative and workplace requirements	2.1 Content requirements for each section of the documentation are identified and applied in accordance with the requirements of Customs and related legislation and workplace procedures 2.2 Workplace procedures for authorisations are followed 2.3 Data entry for documents are completed 2.4 Problems arising in completing required documents are identified and assistance sought to resolve these in accordance with the requirements of Customs and related legislation and workplace procedures 2.5 Actions are taken to meet deadlines 2.6 Assistance is sought as required in completing required documents

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ELEMENT	PERFORMANCE CRITERIA
3 Check documentation to ensure it meets legislative requirements	3.1 Documents are collated and checked before forwarding to supervisor, manager or more senior personnel for checking within designated timelines in accordance with the requirements of Customs and related legislation and workplace procedures
	3.2 Declarations are checked to ensure they meet the requirements of Customs and related legislation and workplace procedures
	3.3 Letters of credit are checked to ensure they meet commercial, transport and overseas requirements
	3.4 Dangerous goods documentation is checked in accordance with the requirements of Customs and related legislation and workplace procedures
	3.5 Any revisions to documents are finalised and rechecked by self and supervisor, manager or more senior personnel prior to lodgement
4 Lodge documentation for processing	4.1 Documents are forwarded to relevant personnel in accordance with the requirements of Customs and related legislation and workplace procedures
	4.2 Documents are filed, stored and retained in accordance with the requirements of Customs and related legislation and workplace procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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

Required knowledge:

- Australian and international standards, codes and regulations relevant to the import and export of cargo and freight
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the completion of import and export documentation
- Focus of operation of work systems, equipment, management and site operating systems for completing import/export cargo and freight documentation
- Problems that may occur when completing import and export documentation and appropriate action that can be taken to resolve the problems
- The Customs Act 1901and related legislation
- Documentation requirements for the import and export of cargo and freight

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Required skills:

- Communicate effectively with others when completing import and export documentation
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures and labels relevant to the import and export of cargo and freight
- Complete and/or assess accuracy of import and export documentation
- Work collaboratively with others when completing import and export documentation
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems when completing and/ or assessing import and export documentation in accordance with regulatory requirements and workplace procedures
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use relevant communications, computing and office equipment when completing import and export documentation

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
  - identifying procedures required for documentation for import/export of goods
  - completing and checking documentation and records to meet relevant Customs legislation and related legislation and workplace requirements
  - providing customer/client service and work effectively with others
  - selecting and using appropriate workplace colloquial and technical language and communication

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EVIDENCE GUIDE

	technologies in the workplace context

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted in:	• a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• limited or restricted spaces

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RANGE STATEMENT

Cargo may include:	• exposed conditions • controlled or open environments • goods with specialist requirements, including temperature controlled goods and dangerous goods • personal effects • consignments imported/exported by parcels post • consignments imported/exported by air freight • consignments imported/exported by sea freight • wildlife or wildlife products (living or non-living) • goods with specialist requirements, including temperature controlled goods and dangerous goods
Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials
Consultative processes may involve:	• other employees and supervisors • suppliers, customers and clients • relevant authorities and institutions • management and union representatives • industrial relations and OH&S specialists • other maintenance, professional or technical staff
Communication in the work area may include:	• phone • electronic data interchange (EDI) • fax • email • internet • radio • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/documents may include:	• goods identification numbers and codes • manifests, barcodes, and container identification/serial number • relevant Customs legislation, related legislation including quarantine legislation, environment and conservation legislation and Australian and international codes of practice and regulations relevant to import/export of cargo • Australian and international standards, regulations and codes of practice for the handling and transport of

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RANGE STATEMENT

	dangerous goods and hazardous substances • dangerous goods declarations and material safety data sheets (MSDSs) (where applicable) • packing declaration • timber treatment certificates • cleanliness certificate • handling instructions for cargo (especially for dangerous goods or temperature controlled goods) • commercial invoices • packing lists • air waybill (AWB) • certificates of origin • bills of lading (B/L) or sea waybills • certificates of marine insurance, other insurance certificates • quarantine treatment certificate • transportation and warehousing instructions • permits from regulatory bodies (Australian and international) • financial documentation • other documents specific to goods, country of origin/destination • operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • workplace procedures and policies • supplier and/or client instructions • award, enterprise bargaining agreement, other industrial arrangements • relevant Australian Standards and certification requirements • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	• relevant Customs and related legislation, including taxation legislation • relevant standards and codes for the import/export of cargo • quarantine legislation • Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including: • Australian and International Dangerous Goods Codes

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RANGE STATEMENT

- Australian Marine Orders and the International Maritime Dangerous Goods Code
- IATA Dangerous Goods by Air regulations
- Australian and International Explosives Codes

- workplace relations regulations
- equal opportunity legislation
- equal employment opportunity and affirmative action legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

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TLIA2014A Use product knowledge to complete work operations

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to use product knowledge to complete work operations in accordance with workplace requirements including identifying products in a subsection of a warehouse or other storage area, examining quality and reporting on products, and using inventory and labelling systems to identify and locate products. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the identification, handling and storage of various categories of products/stock.

Work is performed under some supervision generally within a team environment. It involves the application of product knowledge and an understanding of relevant regulatory requirements to the handling and storage of various types of products/stock as part of work activities in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify products in a subsection of a warehouse or other storage area	1.1 Products are identified against specified criteria in accordance with workplace procedures 1.2 Storage and handling characteristics are identified and applied consistently 1.3 Products are described to internal customers identifying features which may affect location, safety or storage requirements
2 Examine quality and report on products	2.1 Products are inspected in accordance with workplace quality assurance procedures 2.2 Workplace procedures are followed to replace, return or dispose of stock/products which are not useable 2.3 Non-conforming products are recorded/reported in accordance with workplace procedures
3 Use inventory and labelling systems to identify and locate products	3.1 Inventory and labelling systems are used to locate products within the workplace 3.2 Goods are physically located and identified

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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

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REQUIRED KNOWLEDGE AND SKILLS

Required knowledge:

- Australian codes and regulations relevant to the products being identified, handled, transported, stacked and/or stored as part of work operations
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the identification, handling, stacking and storage of particular categories of products
- Focus of operation of work systems, equipment, management and site operating systems for the packaging of goods
- Categories or groups of products and the special handling, stacking and storage requirements for each
- Purpose and use of cataloguing and labelling systems
- Strategies to seek out sources of knowledge of products and use this information to inform work
- Types of equipment and storage areas appropriate for different types of goods including perishable, fragile, dangerous, composition/state goods
- Documentation requirements including reports and records concerning damaged or contaminated goods
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when handling, transporting and storing products and providing information on products and services
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures, information and signs relevant to the handling, transporting and storing of products and the provision of information on products and services
- Identify containers and goods coding, ADG and IMDG markings and where applicable emergency information panels
- Complete documentation related to work activities
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Adapt to differences in products and services in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Select and use relevant communications, computing and load handling equipment
- Estimate the size, shape and special requirements of goods and loads

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
  - the underpinning knowledge and skills
  - relevant legislation and workplace procedures
  - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation, and/or
  - in an appropriate range of situations in the workplace

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• limited or restricted spaces • exposed conditions • controlled or open environments
Goods may involve:	• special handling, location, storage and/or packaging requirements, including temperature controlled goods and dangerous goods
Inventory systems may be:	• automated • manual • paper-based • computerised • microfiche
Categories or groups of products/stock may include:	• small parts • perishable goods • overseas export • dangerous goods • refrigerated products • temperature controlled stock • fragile goods
Distinguishing identification criteria for products may include:	• shape • size • colour • distinguishing features • codes and product identification/serial numbers • labels • signs or other documentation • locations
The characteristics of products/stock may include:	• small parts • toxicity • flammability • form • weight

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RANGE STATEMENT

	• size • state • perishability • fragility • security risk
Labelling systems may include:	• batch code • bar code • identification numbering systems • serial numbers • symbols for safe handling • ADG and HAZCHEM Codes
Communication in the work area may include:	• phone • electronic data interchange (EDI) • fax • email • internet • RF systems • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Consultative processes may involve:	• other employees and supervisors • suppliers, customers and clients • relevant authorities and institutions • management and union representatives • industrial relations and OH&S specialists • other maintenance, professional or technical staff
Hazards in the work area may include:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • oil or water on floor • a fire or explosion • damaged packaging or pallets

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RANGE STATEMENT

	• debris on floor • faulty racking • poorly stacked pallets • faulty equipment
Information/documents may include:	• goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • codes of practice and regulations relevant to the identification, handling and stacking of goods • Australian and international regulations and codes of practice for the handling, stacking and transport of dangerous goods and hazardous substances • operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • workplace procedures and policies • supplier and/or client instructions • dangerous goods declarations and material safety data sheets (where applicable) • award, enterprise bargaining agreement, other industrial arrangements • relevant Australian standards and certification requirements • quality assurance procedures • emergency procedures

Applicable regulations and legislation may include:	• relevant codes and regulations for the packaging of goods
	• Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian and International Explosives Codes
	• licence, patent or copyright arrangements
	• water and road use and licence arrangements
	• export/import/quarantine/bond requirements
	• marine orders
	• relevant state/territory OH&S and environmental protection legislation
	• workplace relations regulations
	• workers compensation regulations

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

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TLIA4025A Regulate temperature controlled stock

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to regulate temperature controlled stock in accordance with workplace requirements including identifying goods requiring temperature control, monitoring temperature of goods, and identifying and rectifying any identified problems in accordance with workplace procedures. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations and workplace requirements concerning the regulation of temperature controlled stock.

Work is performed under some supervision generally within a team environment. It involves the application of product knowledge and an understanding of relevant regulatory requirements to the regulation of temperature controlled stock in the warehousing, distribution and/or storage industries.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify goods requiring temperature control	1.1 Goods requiring temperature control are identified 1.2 Temperature for short- term and long-term storage is selected to match product type 1.3 Upper and lower limits for temperature control are identified 1.4 Storage separations and co-storage applications are identified for products
2 Monitor temperature	2.1 Appropriate methods for determining temperature of goods are identified 2.2 Storage areas are monitored for temperatures within range for products 2.3 Products are monitored to ensure compliance with temperature storage requirements 2.4 Short-term storage times are identified for transit goods
3 Identify and rectify problems	3.1 Implications of incorrect temperature are identified 3.2 Damaged goods are identified and appropriate action is undertaken in accordance with enterprise procedures 3.3 Causes of out-of-temperature range are identified 3.4 Appropriate personnel are notified for problem rectification 3.5 Goods handling procedures for maintenance of temperature control are identified and implemented

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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

Required knowledge:

- Australian codes and regulations relevant to the regulation of temperature controlled stock
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the regulation of temperature controlled stock
- Focus of operation of work systems, equipment, management and site operating systems for the regulation of temperature controlled stock
- Special handling, stacking and storage requirements for temperature controlled stock
- Procedures for pre-cooling and snap freezing
- Problems that can occur when regulating temperature controlled stock and appropriate action that can be taken
- Hazards when regulating and working with temperature controlled stock and appropriate action to control the risks involved
- Documentation requirements including reports and records concerning damaged or contaminated goods
- Housekeeping standards procedures required in the workplace
- Site layout

Required skills:

- Communicate effectively with others when regulating temperature controlled stock
- Read and comprehend simple statements in English
- Read and interpret instructions, procedures and labels relevant to the regulation of temperature controlled stock
- Complete documentation related to the regulation of temperature controlled stock
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when regulating temperature controlled stock
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions when regulating temperature controlled stock in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events when regulating temperature controlled stock
- Modify activities depending on differing operational contingencies, risk situations and environments

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Required skills:

- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in stock and equipment in accordance with standard operating procedures
- Select and use relevant equipment, processes and procedures
- Check refrigeration equipment operation in terms of maintenance schedule and standard operating procedures
- Select and implement corrective actions to maintain temperature levels
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and

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EVIDENCE GUIDE

	operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites • short -term and/or long-term temperature controlled areas
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Procedures for pre-cooling and snap freezing may include:	• automated • spraying with liquid nitrogen • immersion in a very cold refrigerant • freezing in moving air at less than -30oC • plate freezer with very low refrigerant temperatures
Hazards in the work area may include:	• contamination of, or from, materials being handled • noise, light, energy sources • service lines • spills, leakages, ruptures • cold pipes and chilling equipment • dangerous or hazardous substances • movements of equipment, goods and materials

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RANGE STATEMENT

	• dust/vapours • oil, water or ice on floor • a fire or explosion • damaged packaging or pallets • debris on floor • faulty racking • poorly stacked pallets • faulty equipment
Hazard management is consistent with:	• the principle of hierarchy of control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment
Requirements for work may include:	• site restrictions and procedures • use of safety and personal protective equipment • communications equipment • specialised lifting and/or handling equipment • incident/accident breakdown procedures • additional gear and equipment • noise restrictions • hours of operations • authorities and permits
Communication in the work area may include:	• phone • electronic data interchange (EDI) • fax • email • internet • radio • RF systems • oral, aural or signed communications
Consultative processes may involve:	• other employees and supervisors • suppliers, customers and clients • relevant authorities and institutions • management and union representatives • industrial relations and OH&S specialists • other maintenance, professional or technical staff
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment	• gloves and protective clothing

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RANGE STATEMENT

may include:	• safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Information/documents may include:	• goods identification numbers and codes • manifests, picking slips, merchandise transfers, stock requisitions and bar codes • codes of practice and regulations relevant to the identification, handling and stacking of goods • operations manuals, job specifications and induction documentation • manufacturers specifications for equipment • workplace procedures and policies • supplier and/or client instructions • award, enterprise bargaining agreement, other industrial arrangements • relevant Australian standards and certification requirements • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	• relevant codes and regulations for the regulation of temperature controlled goods • relevant state/territory OH&S and environmental protection legislation • water and road use and licence arrangements • export/import/quarantine/bond requirements • workplace relations regulations • workers compensation regulations

Unit Sector(s)

Not Applicable

Competency Field

Competency Field A - Handling Cargo/Stock

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TLID1001A Shift materials safely using manual handling methods

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to shift loads using manual handling methods, including assessing the risks associated with relocating the load, planning the relocation process and carrying out the relocation in accordance with the plan. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant OH&S regulations concerning the manual handling and movement of loads.

Work is performed under some supervision generally within a team environment.

Work involves the application of the basic principles for the safe manual handling techniques and movement of loads when shifting materials using manual handling methods as part of day-to-day work.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess risks associated with the relocation of the load	1.1 Products, goods or materials to be relocated are identified and assessed for the appropriate method of relocation 1.2 Locations for storage are determined and potential routes to be followed are identified 1.3 Effect of load relocation on original load base is predicted 1.4 Points of balance are estimated 1.5 Required clearances are compared to available space and adjustments are made 1.6 Effects of moving contents which may be loose, liquid, dangerous or hazardous are considered 1.7 Potential risks in route(s) which may be followed are considered 1.8 Risks to self are identified arising from the required lifting, load carrying, set down or movement of the goods 1.9 Manual handling procedures for lifting, lowering and carrying, pushing and pulling are identified 1.10 Team lifting processes are considered for application 1.11 Appropriate personal protective equipment is worn 1.12 Size to weight ratio of items to be manually handled are identified
2 Plan load relocation	2.1 Relocation of the load is planned consistent with the code of practice for manual handling 2.2 Process for relocating load is proposed including predicting and planning for potential difficulties 2.3 Proposed process is checked against code of practice and workplace procedures for compliance

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ELEMENT	PERFORMANCE CRITERIA
3 Relocate load	3.1 Actions for lifting, lowering and carrying, pulling and pushing a load are in accordance with workplace procedures and OH&S requirements 3.2 Applications appropriate for team relocation of load are identified 3.3 Team lifting tasks are coordinated 3.4 Planned process and route are followed 3.5 Relocated materials are set down without damage to goods, personnel or equipment and checked for stability 3.6 Relocation is checked to see that it meets work requirements, with any variance(s) reported

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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

Required knowledge:

- Relevant OH&S procedures and guidelines concerning the manual lifting and movement of loads
- Risks when manually lifting and handling materials and goods and related precautions to control the risk, including: the load on the spine during lifting; controlled actions on a movement during lifting; rotation and side movement of the spine during lifting; postures and positions during lifting; work layout; the type, weight and position of the load; frequency of shifting operations; distance over which load is to be shifted; and time allowed for the shifting of the load
- Workplace procedures and policies for manual handling
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when manually lifting and handling materials and goods
- Read and interpret instructions, procedures and information relevant to the manual lifting and handling of materials and goods
- Interpret and follow operational instructions and prioritise work
- Work collaboratively with others when manually lifting and handling materials and goods

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Required skills:

- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when manually lifting and handling materials and goods in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected situations that may occur when manually lifting and handling materials and goods
- Apply precautions and required action to minimise, control or eliminate risks that may exist when manually lifting and handling materials and goods
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Apply fatigue management knowledge and techniques
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in loads and materials in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
	  • applying the underpinning knowledge and skills
	  • interpreting manual handling risks
	  • using correct manual handling practices
	  • applying relevant legislation and workplace procedures

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts

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EVIDENCE GUIDE

	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• As a minimum, assessment of knowledge must be conducted through appropriate assessments using written/practical/oral assessments
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

The shifting operations may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Materials to be shifted may include:	• goods • large luggage items • baggage items

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RANGE STATEMENT

	• equipment and tools • cleaning materials • components and parts of vehicles and equipment such as tyres, batteries, lifting gear, etc. • materials used in the course of work such as drums of fuel, raw materials, packaging, etc.
Loads to be shifted may be:	• irregularly shaped • packaged or unpackaged • labelled or unlabelled
Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • weight of items being handled
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Information/documents may include:	• goods identification numbers and codes • manifests, bar codes, goods and container identification • manufacturers specifications for equipment/tools • workplace procedures and policies • supplier and/or client instructions • material safety data sheets • codes of practice including the National Standards for

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RANGE STATEMENT

Applicable regulations and legislation may include:	Manual Handling and the Industry Safety Code • relevant legislation, regulations and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures • relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation • workplace relations regulations • workers compensation regulations • licence, patent or copyright arrangements • dangerous goods and air freight regulations • export/import/quarantine/bond requirements • marine orders

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLID1002A Shift a load using manually-operated equipment

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to shift loads using manually-operated mechanical equipment. It includes assessing the risks associated with relocating the load, planning the relocation process, carrying out the relocation with the aid of the equipment in accordance with the plan, and refurbishing equipment and worksite. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant OH&S regulations concerning the shifting and movement of loads using manually-operated equipment.

Work is performed under some supervision generally within a team environment. It involves the application of the basic principles for the safe shifting of loads using manually-operated equipment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess risks associated with the relocation of the load	1.1 Products, goods or materials to be relocated are identified and assessed for the appropriate method of relocation 1.2 Location for storage is determined 1.3 Routes to be followed are identified 1.4 Points of balance are estimated 1.5 Effect of moving contents which may be loose, liquid, dangerous or hazardous are considered 1.6 Potential risks in route(s) which may be followed are considered 1.7 Lifting equipment to minimise potential risks is identified 1.8 Appropriate personal protective equipment is worn 1.9 Tools, load shifting equipment and other materials are selected, checked for serviceability and any defects are reported to the supervisor
2 Plan load relocation	2.1 Load is examined to determine condition, length, bulk, weight 2.2 Load shifting equipment is selected in accordance with workplace procedures 2.3 Safe procedures for using lifting equipment are identified, including the calculation of Safe Working Load (SWL) and/or Working Load Limit (WLL) for weight of goods to be moved 2.4 Process for relocating load is proposed including predicting and planning for potential difficulties 2.5 Proposed process is checked against relevant code of practice and workplace procedures for compliance 2.6 Lifting equipment and accessories are checked for safe operation in accordance with manufacturers instructions and workplace procedures 2.7 Personal protective equipment is selected and worn in accordance with OH&S requirements

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ELEMENT	PERFORMANCE CRITERIA
3 Relocate load	3.1 Any unsafe equipment is reported to appropriate personnel in accordance with workplace procedures
	3.2 Load is broken down, where applicable, to allow handling and moving a number of single items to ensure the maximum weight of 500 kg is not exceeded
	3.3 Mechanical aids and field machines are constructed, when required, by the approved shifting method, so that the load can be shifted in accordance with job instructions
	3.4 Safe working limits for lifting equipment are identified and maintained
	3.5 Planned process and route are followed using equipment within necessary range of limitations
	3.6 Relocated materials are set down without damage to goods, personnel or equipment and checked for stability
	3.7 Relocation is checked to see that it meets work requirements, and any variances are reported
4 Refurbish equipment and worksite	4.1 Site is cleaned and cleared of debris and unwanted material
	4.2 Field machines, tools and equipment are cleaned, inspected, serviced, maintained and stored in accordance with standard procedures
	4.3 Documentation is completed in accordance with standard procedures

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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

Required knowledge:

- Relevant OH&S procedures and guidelines concerning the use of manually-operated equipment to shift loads
- Risks when using manually-operated equipment to shift loads, and related precautions to control the risk
- Workplace procedures and policies for the shifting of goods and materials using manually-operated equipment
- Problems that may arise when using manually-operated equipment to shift loads, and actions that should be taken to prevent or solve them
- Housekeeping standards procedures required in the workplace

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REQUIRED KNOWLEDGE AND SKILLS

- Site layout and obstacles
- Relevant knots and lashings to use
- Method for splicing and maintaining cordage and SWR
- Relevant slings and securing devices to use

Required skills:

- Communicate effectively with others when using manually-operated equipment to shift loads
- Read and interpret instructions, procedures, information and signs relevant to the shifting of loads using manually-operated equipment
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to work activities
- Work collaboratively with others when using manually-operated equipment to shift loads
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when using manually-operated equipment to shift loads in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the shifting of loads using manually-operated equipment
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
	  • applying the underpinning knowledge and skills
	  • identifying load limits for lifting
	  • relocating a load safely
	  • identifying manual operating equipment and their capabilities
	  • identifying faults and deficiencies and taking action to rectify problems

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• As a minimum, assessment of knowledge must be conducted through appropriate assessments using written/practical/oral assessments
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work

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RANGE STATEMENT

environments and situations that may affect performance.

The shifting operations may be conducted:	• in a range of work environments • by day or night • under all weather conditions • in a range of terrain, soil, vegetation
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Materials to be shifted may include:	• goods • equipment and tools • cleaning materials • components and parts of vehicles and equipment such as tyres, batteries, lifting gear, etc. • materials used in the course of work such as drums of fuel, raw materials, packaging, etc.
Loads to be shifted may be:	• irregularly shaped • packaged or unpackaged • labelled or unlabelled • palleted or unpalleted
Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Manually-operated equipment may include:	• pallet jack • hand trolley • electric manual handling equipment • straps • slings • chain blocks • gins • derricks • incline planes • chain blocks

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RANGE STATEMENT

Communication in the work area may include:	• sheers • phone • electronic data interchange (EDI) • fax • email • internet • radio • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Measuring aids and field machines may include:	• mechanical strapping equipment • gins, sheers, and derricks • block and tackle, pulleys • hand operated winches • jacks • improvised methods such as Spanish windlass and par buckles • use of expedient materials such as materials obtained on the job from resources available in the local environment
Information/documents may include:	• goods identification numbers and codes • manifests, bar codes, goods and container identification • manufacturers instructions concerning the use and servicing of manually-operated load shifting equipment • workplace procedures and policies • supplier and/or client instructions • material safety data sheets • codes of practice including the National Standards for Manual Handling and the Industry Safety Code • relevant legislation, regulations and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures

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RANGE STATEMENT

Applicable regulations and legislation may include:	• emergency procedures • relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation • workplace relations regulations • workers compensation regulations • licence, patent or copyright arrangements • dangerous goods and air freight regulations • export/import/quarantine/bond requirements • marine orders

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLID2004A Load and unload goods/cargo

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to load and unload goods and cargo, including loading and unloading goods, securing and protecting the load and completing all required documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant regulations/permit requirements including those of the relevant state/territory roads and traffic authority concerning the loading of goods/cargo.

Work is performed under some supervision generally within a team environment. It involves the application of the basic principles, routine procedures and regulatory/permit requirements to the loading and unloading of goods/cargo.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Load and unload goods/cargo	1.1 Load characteristics are identified and taken into account when determining appropriate loading and unloading procedures 1.2 Dangerous or hazardous goods are identified and handled in accordance with the Australian Dangerous Goods (ADG) Code and other relevant regulations/permit requirements 1.3 Load is packed/unpacked to make safe and effective use of available spaces 1.4 Goods/cargo are loaded in accordance with relevant mass and loading regulations and workplace procedures 1.5 Lifting aids and appliances are selected and used to aid loading procedures in compliance with workplace procedures and safety legislation 1.6 Unloading activities are conducted in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and the balance of the remaining load 1.7 Goods requiring special handling and/or documentation are identified and appropriate procedures followed 1.8 Relocated material is restacked appropriate for the transport method, safe height, weight loading, size and crushability of the goods
2 Secure and protect load	2.1 The distribution of the load is checked to ensure that it is even, legal and within safe working capacity 2.2 Load is checked to ensure that dangerous goods and hazardous substances are appropriately segregated in accordance with the ADG Code 2.3 Load is secured using the correct load restraint and protection equipment for different loads, carrying and storage conditions 2.4 The load is protected in accordance with legal and workplace safety requirements

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ELEMENT	PERFORMANCE CRITERIA
3 Complete documentation	3.1 The load is inspected and checked for security to travel in accordance with relevant regulations/permit requirements and the ADG Code where applicable 3.2 All required documentation for the goods is completed in accordance with workplace requirements including the ADG Code where applicable

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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

Required knowledge:

- Relevant Australian standards and regulations including state/territory mass and loading regulations
- National Load Restraint Guide
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
- OH&S procedures and guidelines concerning the lifting and movement of loads
- Risks when loading and unloading goods/cargo and related precautions to control the risk
- Security awareness requirements when loading and unloading vehicles and in particular the recognition, isolation and reporting of suspicious cargo and goods
- Workplace procedures and policies for the loading and unloading of goods/cargo
- Housekeeping standards procedures required in the workplace
- Methods of securing a load
- Site layout and obstacles
- Problems that may arise when loading and unloading goods and cargo and actions that should be taken to prevent or solve them

Required skills:

- Communicate effectively with others when loading and unloading goods and cargo
- Read and interpret instructions, procedures, information, signs and labels relevant to the loading and unloading of goods and cargo
- Identify containers and goods coding, ADG and IMDG markings and, where applicable, emergency information panels and take appropriate action
- Interpret and follow operational instructions and prioritise work

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Required skills:

- Complete documentation related to the loading and unloading of goods and cargo
- Operate electronic communication equipment to required protocol
- Estimate the size, shape and special requirements of loads and take appropriate action
- Work collaboratively with others when loading and unloading goods and cargo
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when loading and unloading goods and cargo in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected situations that may occur when loading and unloading goods and cargo
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the loading and unloading of goods and cargo
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in cargo and equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources	• Performance is demonstrated consistently over a period

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EVIDENCE GUIDE

for assessment	of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Operations may be conducted:	• in a range of work environments • by day or night
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments

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RANGE STATEMENT

Goods/cargo to be loaded or unloaded may:	• require special precautions
Loads to be shifted may be:	• irregularly shaped • packaged or unpackaged • labelled or unlabelled • palleted or unpalleted
Hazards in the work area may include exposure to:	• chemicals • dangerous or hazardous substances • movements of equipment, goods and materials
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio • oral, aural or signed communications
Loading operations may be carried out:	• manually • with the aid of lifting equipment and/or appliances
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios • high visibility clothing
Information/documents may include:	• goods identification numbers and codes, including ADG and IMDG markings and HAZCHEM signs • manifests, bar codes, goods and container identification • manufacturers specifications for equipment/tools • workplace procedures and policies for the loading and unloading of goods/cargo • ADG Code and associated regulations • supplier and/or client instructions

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RANGE STATEMENT

	• material safety data sheets • EPGs and Initial Response Guide (HB76:1998 or equivalent) • codes of practice including the National Standards for Manual Handling and the Industry Safety Code • award, enterprise bargaining agreement, other industrial arrangements • relevant Australian standards and certification requirements • quality assurance procedures • emergency procedures • Load Restraint Guide

Applicable regulations and legislation may include	• relevant Australian standards and regulations including state/territory mass and loading regulations
	• Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
	  • Australian and International Dangerous Goods Codes
	  • Australian Marine Orders and the International Maritime Dangerous Goods Code
	  • IATA Dangerous Goods by Air regulations
	  • Australian and International Explosives Codes
	• relevant state/territory environmental protection legislation
	• relevant state/territory OH&S legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLID2013A Move materials mechanically using automated equipment

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to move materials mechanically using automated equipment such as automatic guided vehicles, tow motors, high level order pickers, conveyor systems, and mechanised pallet movers. This includes selecting appropriate mechanical moving equipment (where relevant), moving materials/goods in accordance with operational requirements, checking condition of materials/goods and completing all required documentation. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant OH&S regulations concerning the movement of materials mechanically using automated equipment.

Work is performed under limited or minimum supervision. It involves the application of the basic principles and routine procedures for the safe movement of materials mechanically using automated equipment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select load moving equipment	1.1 The mechanised handling equipment, the route to be taken and procedures to be used are selected appropriate to the characteristics of the goods
	1.2 Dangerous goods and hazardous materials are identified and handled in accordance with codes of practice, OH&S requirements and workplace procedures
2 Move goods	2.1 Goods are moved using the selected materials handling equipment in accordance with occupational health and safety regulations, manufacturers instructions and company procedures
	2.2 Problems in the movement of goods and materials using the automated equipment are identified and are reported in accordance with workplace procedures
3 Check goods and complete documentation	3.1 Moved goods are inspected for possible damage during transit/movement and appropriate action is taken
	3.2 All required documentation is completed for the tracking of the moved goods in accordance with company requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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

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REQUIRED KNOWLEDGE AND SKILLS

Required knowledge:

- Regulations relevant to the use of automated equipment to move materials mechanically
- Relevant OH&S and environmental protection procedures and guidelines
- Workplace procedures and policies for the use of automated equipment to move materials mechanically
- Focus of operation of work systems, equipment, management and site operating systems for the use of automated equipment to move materials mechanically
- The purpose, characteristics, capabilities, requirements and limitations of the automated materials moving equipment
- Problems that may occur during the use of automated equipment to move materials mechanically and appropriate action that can be taken to resolve the problems
- Risks when using automated equipment to move materials and related precautions to control the risks
- Documentation and record requirements
- Housekeeping standards procedures required in the workplace
- Site layout and obstacles

Required skills:

- Communicate effectively with others when using automated equipment to move materials mechanically
- Read and interpret instructions, procedures, information and signs relevant to the use of automated equipment to move materials mechanically
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the use of automated equipment to move materials mechanically
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when using automated equipment to move materials mechanically
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems, faults or malfunctions that may arise when using automated equipment to move materials mechanically in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unplanned events
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- Monitor work activities in terms of planned schedule

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Required skills:

- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Operate and adapt to differences in equipment in accordance with standard operating procedures
- Select and use required personal protective equipment conforming to industry and OH&S standards
- Monitor performance of automated equipment and take appropriate action where required
- Ensure servicing of automated equipment in terms of maintenance schedule and standard operating procedures
- Check and replenish fluids (where applicable) and carry out lubrication processes in the course of work activities

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment,

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EVIDENCE GUIDE

	and • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

The operations may be conducted:	• in a range of work environments • by day or night • in a range of typical weather conditions
Customers may be:	• internal or external
Workplaces may comprise:	• large, medium or small worksites
Work may be conducted in:	• restricted spaces • exposed conditions • controlled or open environments
Mechanised equipment may include a range of goods and materials handling equipment such as:	• automatic guided vehicle • tow motors • high level order picker • conveyor system • mechanised pallet mover
Personal protective equipment may include:	• gloves • safety headwear and footwear • safety glasses • two-way radios

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RANGE STATEMENT

Hazards in the work area may include exposure to:	• high visibility clothing • chemicals • dangerous or hazardous substances • movements of equipment, goods and materials • moving and rotating equipment and vehicles
Personnel in the work area may include:	• workplace personnel • site visitors • contractors • official representatives
Communication in the work area may include:	• phone • electronic data interchange • fax • email • internet • radio • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/documents may include:	• goods identification numbers and codes • manifests, bar codes, goods and container identification • manufacturers instructions concerning the use and servicing of automated mechanical equipment • workplace procedures and policies • supplier and/or client instructions • material safety data sheets • codes of practice including the National Standards for Manual Handling and the Industry Safety Code • relevant legislation, regulations and related documentation • award, enterprise bargaining agreement, other industrial arrangements • standards and certification requirements • quality assurance procedures • emergency procedures
Applicable regulations and legislation may include:	• relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation • workplace relations regulations • workers compensation regulations • ADG Code and regulations

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Unit Sector(s)

Not Applicable

Competency Field

Competency Field D - Load Handling

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TLILIC0012A Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit specifies the outcomes required to operate a vehicle loading crane with a capacity of 10 metre tonnes or more, mounted on a vehicle for the principle purpose of loading and unloading such a vehicle, including the application of load estimation and slinging techniques to move a load, for licensing purposes.

Application of the Unit

Application of the Unit	This unit requires the operator to plan the work, conduct routine checks, set up crane, transfer loads and shut down and secure crane. This unit is based on the requirements of the National Standard for Licensing Persons Performing High Risk Work. This unit in its current form meets state and territory licensing requirements. Any alteration will result in a unit which is not acceptable to regulators for the purpose of licensing.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency	*Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan work	1.1 Potential workplace ***hazards*** are identified 1.2 ***Hazard control measures*** are identified consistent with ***appropriate standards*** to ensure the safety of personnel and equipment 1.3 The weight of the load is identified and estimated in consultation with ***associated personnel*** (where applicable) 1.4 Suitable lifting points on the load are identified in consultation with ***associated personnel*** 1.5 Appropriate ***lifting equipment*** is obtained following consultation with ***associated personnel*** 1.6 ***Crane*** is ***appropriate*** to the load/s and workplace conditions 1.7 Appropriate paths for the movement of loads in the work area are inspected and determined 1.8 Appropriate ***communication methods*** are identified with ***associated personnel***
2. Conduct routine checks	2.1 ***Crane*** is visually checked for any damage or defects 2.2 All ***signage and labels*** are visible and legible according to the ***appropriate standard***. 2.3 Routine pre-operational crane checks are carried out according to ***procedures***

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ELEMENT	PERFORMANCE CRITERIA
	2.4 All ***controls*** are located and identified 2.5 Crane ***service logbook*** is checked for compliance 2.6 ***Crane*** is started according to ***procedures*** and checked for any abnormal noises 2.7 All crane ***safety devices*** are tested according to ***procedures*** 2.8 Post-start operational checks are carried out according to ***procedures*** 2.9 All ***communication equipment*** is checked for serviceability 2.10 All damage and defects are reported and recorded according to ***procedures***, and appropriate action is taken
3. Set up crane	3.1 ***Ground suitability*** is checked 3.2 ***Crane*** is driven to the work area according to ***procedures*** 3.3 ***Crane*** is positioned for work application and ***stability*** according to ***procedures*** 3.4 Boom/jib and configuration data is input into the crane computer (as required) 3.5 Appropriate ***hazard prevention***/***control measures*** are applied to the work area according to ***procedures*** 3.6 All ***communications equipment*** is tested for functionality 3.7 ***Lifting equipment*** is prepared for load according to ***procedures*** 3.8 ***Load destination*** is prepared
4. Transfer loads	4.1 Loads are determined within the capacity of the crane 4.2 Boom/jib and hoist block is positioned over load following directions from ***associated personnel*** 4.3 ***Lifting equipment*** is attached and secured using ***defined techniques*** according to ***procedures*** 4.4 ***Test lift*** is carried out according to ***procedures*** 4.5 Loads are transferred using all ***relevant crane movements*** according to ***procedures*** and the ***appropriate standard*** 4.6 All required ***communication signals*** are correctly interpreted according to ***procedures*** and the ***appropriate standard***

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ELEMENT	PERFORMANCE CRITERIA
	4.7 The load is landed ensuring stability and security from movement 4.8 ***Lifting equipment*** is removed or disconnected from load and/or lifting hook according to ***procedures*** (where applicable) 4.9 ***Crane*** is operated according to ***procedures*** 4.10 Load movement is monitored constantly ensuring safety to personnel and load, and crane stability 4.11 ***Unplanned and/or unsafe*** situations are responded to in line with ***procedures***
5. Shut down and secure crane	5.1 ***Crane*** boom/jib and equipment are stowed and secured according to ***procedures*** and the ***appropriate standard*** 5.2 Relevant motion locks and brakes are applied (where applicable) 5.3 Outriggers/stabilisers are stowed and secured according to ***procedures*** 5.4 Plates or packing are stowed and secured. 5.5 ***Crane*** is ***shut down*** according to ***procedures*** 5.6 Routine post-operational crane checks are carried out according to ***procedures*** 5.7 ***Lifting equipment*** is stored according to ***procedures*** and the ***appropriate standards*** 5.8 All damage and defects are reported and recorded according to ***procedures***, and appropriate action is taken

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level required for this unit.
Required skills:
• Accurately record and maintain information relating to crane operations • Use communication techniques in the workplace including hand signals, whistles and two-way radios • Use interpersonal communication skills at a level sufficient to communicate with

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REQUIRED SKILLS AND KNOWLEDGE
other site personnel • Operate crane including all functions to their maximum extension in the loading and unloading of loads to the safe working rated capacity of the crane, in conjunction with other associated personnel • Use of lifting equipment and basic slinging techniques suitable for the loads to be loaded/unloaded as defined by workplace procedures • Apply risk assessment and hazard control strategies, including hierarchy of control as applied to the positioning and safe operation of the vehicle loading crane (particular awareness of the risks associated with overhead powerlines/electrical cables, ground conditions and vehicle tipping) • Use and interpret crane manufacturer's specifications and data, including load charts to enable the vehicle loading crane to be configured for the load • Verify problems and equipment faults and demonstrate appropriate response procedures
Required knowledge:
• Appropriate mathematical procedures for estimation of loads • Assessment of ground conditions to confirm that the site is suitable (e.g. firm, level and safe) to operate the crane • Awareness of the boom/jib movements and particularly the safe positioning of the operator for any lift • Commonwealth, state or territory OH&S legislation, standards and codes of practice relevant to the full range of processes for the crane class • Use of lifting equipment and basic slinging techniques suitable for the loads to be loaded/unloaded as defined by workplace procedures • Understanding of the hierarchy of hazard identification and control • Level of literacy to be able to read and comprehend manufacturer's instructions, procedures and safety signs • Organisational and workplace standards, requirements, policies and procedures for conducting operations for the crane class • Procedures for the recording, reporting and maintenance of workplace records and information • Typical routine problems encountered in the process and with equipment and adjustments required for correction • Crane characteristics and capabilities to allow the configuration of the crane to suit the range of loads

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for the Training Package.	
Overview of assessment	• Successful assessment of this unit meets the competency requirement of the National Standard for Licensing Persons Performing High Risk Work. • State/territory OH&S regulators have mandated the use of Assessment Instruments and Instructions for Assessment for this unit which have been endorsed by the national body responsible for OH&S matters.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Compliance with OH&S licensing legislation. • Communicate and work safely with others in the work area. • Assessment of ground conditions to confirm that the site is suitable (e.g. firm, level and safe) to operate the vehicle loading crane. • Risk assessment and hazard control strategies, including hierarchy of control as applied to the positioning and safe operation of the vehicle loading crane (particular awareness of the risks associated with overhead powerlines/electrical cables, ground conditions, wind, pedestrians and tipping). • Set up, position stabilise and operate a vehicle loading crane including all functions to their maximum extension in the loading and unloading of loads to the safe working rated capacity. • Move loads from the vehicle to the ground and/or ground to the vehicle as described in the endorsed assessment tool. • Appropriate mathematical procedures for estimation of loads. • Use of lifting equipment and basic slinging techniques suitable for the loads to be loaded/unloaded as defined in the workplace procedures. • Awareness of the boom/jib movements and particularly the safe positioning of the operator for any lift.
Context of and specific resources for assessment	• Assessment of the safe and effective application of knowledge and skill to workplace tasks (performance) must be undertaken using the endorsed Assessment Instrument. • Assessment of performance must be undertaken

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	either in the workplace or in a realistically simulated workplace setting.
	• Assessors must ensure that the assessment in the workplace is organised to ensure that all the required equipment and materials and a suitable working area is made available to suit the assessment and the workplace.
	• Assessment must occur under standard and authorised work practices, safety requirements and environmental constraints.
	• Assessment is to comply with appropriate standard requirements.
	• Applicants must have access to:
	  • Personal Protective Equipment (PPE) for the purpose of the Performance Assessment
	  • appropriate vehicle loading crane (10 metre tonne or more) and associated equipment in safe condition
	  • appropriate lifting gear in safe condition
	  • Suitable loads as specified by the endorsed Assessment Instrument
	  • communication equipment (e.g. two-way radios, whistles, etc.)
	  • other associated personnel to sling and direct the loads.

Method of assessment	• Assessment must be conducted using the endorsed Assessment Instruments. These Instruments provide advice on their application. • The use of '**simulators**' in the assessment of this unit of competency is **not acceptable**. • Assessment may be in conjunction with the assessment of other units of competency. • Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge. • Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
Guidance information for assessment	• Further information about endorsed Assessment Instruments may be obtained from state/territory OH&S regulators.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below.	
Hazards	May include but not limited to: • ground stability (e.g. ground condition, recently filled trenches, slopes) • overhead hazards (e.g. powerlines, service pipes) • traffic (e.g. pedestrians, vehicles, other plant) • Insufficient lighting • environmental conditions (e.g. wind, lightning, storms, etc.) • positioning of crane operator • other specific hazards (e.g. dangerous materials)
Hazard control measures	Refers to the systematic process of eliminating or reducing the risk to personnel and property through the application of controls It includes the application of the hierarchy of control, the six-step preference of control measures to manage and control risk: 1 elimination 2 substitution 3 isolation 4 engineering control measures 5 using safe work practices 6 personal protective equipment
Appropriate standards	May include but not limited to: • codes of practice • legislation • Australian standards especially AS2550.1 - 2002 (6.5) • manufacturer's specifications • industry standards
Associated personnel	May include but not limited to: • doggers

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RANGE STATEMENT	
	• riggers
Lifting equipment	May include but not be limited to: • chain slings • wire and synthetic slings • shackles • eyebolts
Crane	A crane with a capacity of 10 metre tonnes and above mounted on a vehicle for the principle purpose of loading and unloading such a vehicle
Appropriate	May include but not limited to: • crane capabilities • environmental conditions (e.g. wind, lightning, storms, etc.)
Communication method	May include but not limited to: • verbal and non-verbal language • written instructions • signage • hand signals • listening • questioning to confirm understanding • appropriate worksite protocol
Signage and labels	May include but not limited to: • crane data plates/labels • load charts • crane decals • control labels
Procedures	May include but not limited to: • manufacturer's guidelines (instructions, specifications or checklists) • industry operating procedures • workplace procedures (work instructions, operating procedures, checklists)
Controls	May include but not limited to: • luffing levers • knuckling levers • hoisting and lowering levers

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RANGE STATEMENT	
	• slewing levers including brake • boom extension levers (where fitted)
Service logbook	May include but not limited to: • any logbook • service book • history record system where the service and maintenance history is kept
Crane safety devices	May include but not limited to: • horns/sirens • audible and visual warning devices • lights
Communication equipment	May include but not limited to: • fixed frequency two-way radios • whistles
Ground suitability	May include but not limited to: • rough uneven ground • backfilled ground • soft soils • hard compacted soil • rock • bitumen • concrete
Stability	May include but not limited to: • deploying outriggers • establishing correct size plates or packing • correctly positioning plates or packing
Hazard prevention/control measures	May include but not limited to: • safety tags on electrical switches/isolators • insulated powerlines • safety observer used inside exclusion zone • disconnected power • traffic barricades and controls • pedestrian controls • trench covers • movement of obstructions • personal protective equipment

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RANGE STATEMENT	
	• adequate illumination
Load destination	May include but not limited to: • ground • vehicles
Defined techniques	May include but not limited to: • fixed lifting points • basic reeved slings
Test lift	The load is lifted just clear of the lifting plane to allow for checks to be safely made in consultation with associated personnel to ensure that: • near capacity loads do not overload the crane • loads of unusual shape or weight distribution are correctly slung • load measuring equipment can be used to verify the calculated weight of the load • all equipment is functioning properly • adjustments to the slinging can be made in a safe manner
Relevant crane movements	May include but not limited to: • luffing • slewing • knuckling • telescoping • raise and lower hoist
Communication signals	May include but not limited to: • stop - hand • stop - whistle • hoist up - hand • hoist up - whistle • hoist down - hand • hoist down - whistle • luff boom down - hand • luff boom down - whistle • luff boom up - hand • luff boom up - whistle • telescope out - hand • telescope out - whistle

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RANGE STATEMENT	
	• telescope in - hand • telescope in - whistle
Unplanned and/or unsafe situations	May include but not limited to: • failure/loss of control (e.g. brakes and steering) • failure of equipment (e.g. hydraulic system) • environmental conditions (e.g. wind, lightning, storms, etc.)
Shut down	May include but not limited to: • retracting boom/jib (where applicable) • retracting hoist rope and hook block • folding boom/jib into the transport position • retracting outriggers/stabilisers • idling engine to stabilise temperature • turning off engine (where applicable) • removing key from ignition (where applicable) • locking and securing cabin (where applicable) • securing crane for travel

Unit Sector(s)

Not Applicable

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TLILIC2001A Licence to operate a forklift truck

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit specifies the outcomes required for the operation of a powered industrial truck equipped with a mast and an elevating load carriage to which is attached a pair of fork arms or other attachment, for licensing purposes. This definition also includes a truck on which the operator is raised with the attachment for order-picking.

Application of the Unit

Application of the Unit	THIS UNIT REQUIRES THE OPERATOR TO BE ABLE PLAN THE WORK, CONDUCT ROUTINE CHECKS ON THE FORKLIFT, SHIFT LOADS IN A SAFE MANNER, AND SHUT DOWN AND SECURE THE EQUIPMENT AFTER THE COMPLETION OF OPERATIONS. This unit is based on the National Standard for Licensing Persons Performing High Risk Work. This unit in its current form meets state and territory licensing requirements. Any alteration will result in a unit which is not acceptable to regulators for the purpose of licensing.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT *Elements describe the essential outcomes of a unit of competency.*	**PERFORMANCE CRITERIA** *Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.*
1. Plan work	1.1 Potential workplace ***hazards*** are identified 1.2 ***Hazard control measures*** are identified consistent with ***appropriate standards*** to ensure the safety of personnel and equipment 1.3 Appropriate ***forklift*** truck is selected according to the load and workplace conditions 1.4 Working area is inspected to determine appropriate path of movement for loads and forklift truck 1.5 ***Communication methods*** are identified according to ***procedures***
2. Conduct routine checks	2.1 Forklift is visually checked for any damage or defects 2.2 All ***signage and labels*** are visible and legible according to the ***appropriate standard*** 2.3 All controls are located and identified 2.4 ***Pre-start operational checks*** are carried out according to ***procedures*** 2.5 ***Forklift*** is started according to ***procedures*** and checked for any abnormal noise 2.6 ***Post-start operational checks*** are carried out according to ***procedures*** 2.7 All forklift functions and safety devices are tested to their maximum according to ***procedures***

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	2.8 Defects and damage are reported and recorded according to ***procedures***, and appropriate action is taken
3. Shift load	3.1 The weight of load is assessed to ensure compliance with ***forklift*** truck data plate specifications 3.2 Appropriate ***hazard prevention***/***control measures*** are implemented and communicated with personnel in the work area 3.3 ***Forklift*** is operated at a safe speed and according to ***procedures*** 3.4 Loads are moved and placed to ensure stability of material and avoidance of hazards 3.5 Load movement is monitored constantly ensuring safety to personnel and load, and structural stability 3.6 ***Unplanned and***/***or unsafe situations*** are responded to in line with ***procedures***
4. Shut down and secure forklift truck	4.1 ***Forklift*** truck is parked to avoid hazards 4.2 Forklift is ***shut down*** according to ***procedures*** 4.3 Routine post-operational forklift checks are carried out according to ***procedures*** 4.4 Forklift is secured to prevent unauthorised access/use 4.5 All defects and damage are reported and recorded according to ***procedures***, and appropriate action is taken

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level required for this unit.
Required skills:
• Accurately interpret information relating to conducting forklift truck operations (e.g. procedures) • Safely conduct forklift truck operations including all functions to the maximum height and load capacity • Identify hazards associated with the operation of the forklift truck, assess risks and put into place effective hazard prevention/control measures for those hazards identified • Use communication skills at a level sufficient to communicate with other site personnel (e.g. receive and interpret work instructions, safety information, emergency procedures)

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REQUIRED SKILLS AND KNOWLEDGE
• Drive forklift with load in forward and reverse, maintaining visibility • Verify problems and equipment faults and demonstrate appropriate response procedures
Required knowledge:
• Methodology of determining the weight of a load • Commonwealth, state or territory OH&S legislation, standards relevant to the safe operation for the forklift trucks • Understanding of forklift characteristics and capabilities (including use of load data plates) • Understanding of the hierarchy of hazard identification and control • Organisational and workplace standards, requirements, policies and procedures for conducting operations for the crane class • Procedures for the recording, reporting and maintenance of workplace records and information • Forklift truck operations and safe operating techniques • Typical routine problems encountered in the operation of the crane and equipment and adjustments required for correction

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for the Training Package.	
Overview of assessment	• Successful assessment of this unit meets the competency requirement of the National Standard for Licensing Persons Performing High Risk Work. • State/territory OH&S regulators have mandated the use of Assessment Instruments and Instructions for Assessment for this unit which have been endorsed by the national body responsible for OH&S matters.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Compliance with OH&S licensing legislation. • Communicate and work safely with others in the work area. • Identify hazards associated with the operation of the forklift truck and put in place effective hazard controls for those hazards identified.

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EVIDENCE GUIDE	
	• Conduct pre-start-up, operational, moving loads and shut down and secure checks of the forklift truck according to procedures. • Operate the forklift truck and move loads safely, including driving and manoeuvring, picking up and placing of loads at various stack heights. • Drive forklift truck with load in forward and reverse, maintaining visibility.

Context of and specific resources for assessment	• Assessment of the safe application of knowledge and skills to workplace tasks (performance) must be undertaken using the endorsed Assessment Instrument.
	• Assessment of performance must be undertaken either in the workplace or in a realistically simulated workplace setting.
	• Assessment must occur under standard and authorised work practices, safety requirements and environmental constraints.
	• Applicants must have access to:
	  • Personal Protective Equipment (PPE) for the purpose of the Performance Assessment
	  • associated equipment appropriate to forklift truck operations
	  • suitable loads as described by the endorsed Assessment Instrument
	  • manufacturers specifications
	  • appropriate forklift truck in a safe condition.

Method of assessment	• Assessment must be conducted using the endorsed Assessment Instrument. These Instruments provide instruction on their application. • The use of '**simulators**' in the assessment of this unit of competency is **not acceptable**. • Assessment may be in conjunction with the assessment of other units of competency. • Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge. • Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
Guidance information for	• Further information about endorsed Assessment Instruments may be obtained from state/territory

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EVIDENCE GUIDE	
assessment	OH&S regulators.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below.	
Hazards	May include but not limited to: • ground conditions (e.g. condition of pavement, slopes) • overhead hazards (e.g. powerlines, service pipes) • insufficient lighting • traffic (e.g. pedestrians, vehicles, other plant) • weather (e.g. wind, lightning, rain) • forklift instability (e.g. overloading, poor load placement, irregular loads) • other hazards (e.g. dangerous materials)
Hazard control measures	Refers to the systematic process of eliminating or reducing the risk to personnel and property through the application of controls It includes the application of the hierarchy of control, the six-step preference of control measures to manage and control risk: 1 elimination 2 substitution 3 isolation 4 engineering control measures 5 using safe work practices 6 personal protective equipment
Appropriate standards	May include but not limited to: • legislation • Australian standards • manufacturer's specifications • industry standards (where applicable)

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RANGE STATEMENT	
Forklift truck	May include but not be limited to: • counterbalanced • reach trucks • rough terrain • internal combustion petrol, diesel, gas • electric
Communications methods	May include but not limited to: • verbal and non-verbal language • written instructions • signage • hand signals • listening • questioning to confirm understanding • appropriate worksite protocol
Procedures	May include but not limited to: • manufacturer's guidelines (instructions, specifications or checklists) • industry operating procedures • workplace procedures (work instructions, operating procedures, checklists)
Pre-start operational checks	May include but not limited to: • safety devices fitted where appropriate • forklift data plate fitted and interpreted • logbook, handbook or operating manuals available • external visual check including, evidence of damage, leaks, visual evidence of structural weaknesses (including paint separation or stressed welds) is carried out • forklift attachment is checked for security • approved modifications and/or attachments fitted to manufacturer's specifications (e.g. as per forklift or attachment data plate) are identified • checks for adaptations or modifications outside manufacturer's specifications (e.g. not listed on the forklift or attachment data plate) are carried out • maintenance logbook/records checked

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RANGE STATEMENT	
Post-start operational checks	May include checks of the forklift truck and equipment after start-up to ensure: • hazard warning systems (for example lights and horns), are functional • attachment movements and control functions are smooth and comply with operating requirements • steering, transmission and brake functions comply with operating requirements
Hazard prevention/control measures	May include but not limited to: • barricades and traffic control • safety tags on electrical switches/isolators • insulated powerlines • safety observer used inside exclusion zone • disconnected power • pedestrian control (barricades, signs, etc.) • excavation safeguards • movement of obstructions • personal protective equipment • adequate illumination
Unplanned and/or unsafe situations	May include but not limited: • failure/loss of control (e.g. brakes and steering) • failure of equipment (e.g. hydraulic system) • environmental condition
Shut down	May include, but is not limited to: • parking in a suitable location away from dangerous areas • fork arms are correctly positioned (tips down, tilted forward, lowered to ground) • appropriate transmission/gear is selected for parking (relevant to transmission type) • hand/parking brake is applied • engine power is turned off • ignition key is removed (if applicable) • LPG gas cylinder valve is shut off (where fitted) • securing equipment against unauthorised operation • securing the site • ensuring access ways are clear • identifying and segregating defective equipment

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RANGE STATEMENT	
	and reporting to authorised personnel • batteries are connected to the charger (if applicable)

Unit Sector(s)

Not Applicable

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TLILIC3006A Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit specifies the outcomes required to operate a mobile crane of greater than 3 tonnes capacity that incorporates a boom or jib which includes articulated type mobile cranes and locomotive cranes, but does not include vehicle tow trucks, for licensing purposes.

Application of the Unit

Application of the Unit	This unit requires the operator to plan the work, conduct routine checks, set up crane, transfer loads, mobile loads, and shut down and secure the crane. This unit is based on the requirements of the National Standard for Licensing Persons Performing High Risk Work. This unit in its current form meets state and territory licensing requirements. Any alteration will result in a unit which is not acceptable to regulators for the purpose of licensing.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT *Elements describe the essential outcomes of a unit of competency.*	**PERFORMANCE CRITERIA** *Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.*
1. Plan work	1.1 1.1 Potential workplace ***hazards*** are identified 1.2 ***Hazard control measures*** are identified consistent with ***appropriate standards*** to ensure the safety of personnel and equipment 1.3 The weight of the load is identified and estimated in consultation with ***associated personnel*** 1.4 ***Crane*** is ***appropriate*** to the load/s and workplace conditions 1.5 The appropriate path for the movement of loads in the work area is inspected and determined 1.6 Appropriate ***communication methods*** are identified with ***associated personnel***
2. Conduct routine checks	2.1 Crane is visually checked for any damage or defects 2.2 ***Crane*** is accessed in a safe manner 2.3 All ***signage and labels*** are visible and legible according to the ***appropriate standard*** 2.4 Routine pre-operational crane checks are carried out according to ***procedures*** 2.5 All controls are located and identified 2.6 Crane ***service logbook*** is checked for compliance 2.7 Crane is started according to ***procedures*** and checked for any abnormal noises 2.8 All ***crane safety devices*** are tested according to

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	procedures 2.9 Pos-start operational checks are carried out according to ***procedures*** 2.10 All ***communication equipment*** is checked for serviceability 2.11 All damage and defects are reported and recorded according to ***procedures***, and appropriate action is taken
3. Set up crane	3.1 ***Ground suitability*** is checked 3.2 ***Crane*** is driven to the work area according to ***procedures*** 3.3 ***Crane*** is positioned for work application and ***stability*** according to ***procedures*** 3.4 Appropriate ***crane configuration*** for work task is determined according to ***procedures*** (where applicable) 3.5 Boom/jib and counterweight configuration data is input into the crane computer (where applicable) 3.6 Appropriate ***hazard prevention***/***control measures*** are applied to the work area according to ***procedures*** 3.7 All ***communications equipment*** is tested for functionality
4. Transfer load	4.1 Lifts are determined within the capacity of the crane 4.2 Boom/jib and hoist block is positioned over load following directions from ***associated personnel*** 4.3 ***Test lift*** is carried out according to ***procedures*** 4.4 Loads are transferred using all ***relevant crane movements*** according to ***procedures*** and the ***appropriate standard*** 4.5 All required ***communication signals*** are correctly interpreted according to ***procedures*** and the ***appropriate standard*** 4.6 ***Crane*** is operated according to ***procedures*** 4.7 Load movement is monitored constantly ensuring safety to personnel and load, and crane stability 4.8 ***Unplanned and***/***or unsafe*** situations are responded to in line with ***procedures***
5. Mobile load	5.1 Suitability of ***planned route*** is checked for the crane according to ***procedures*** 5.2 ***Crane*** is configured to mobile load according to procedures

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	5.3 Load is moved using ***best mobile practice*** according to the appropriate standard
6 Shut down and secure crane	6.1 ***Crane*** boom/jib and equipment is stowed and secured, where appropriate, according to ***procedures*** and the ***appropriate standard*** 6.2 Relevant motion locks and brakes are applied (where applicable) 6.3 Outriggers/stabilisers are stowed and secured according to ***procedures*** (where applicable) 6.4 Crane is ***shut down*** according to procedures 6.5 Routine post-operational crane checks are carried out according to ***procedures*** 6.6 Plates or packing are stowed and secured (where applicable) 6.7 All damage and defects are recorded and reported according to ***procedures***, and appropriate action is taken

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.
Required skills:
• Accurately record and maintain information relating to crane operations • Use communication techniques in the workplace including whistles, hand signals and use of two-way radios • Use communication skills at a level sufficient to communicate with other site personnel • Assessment of ground conditions to confirm that the site is suitable (e.g. firm, level and safe) to operate crane • Operate crane including all functions to their maximum extension in the lifting and moving of loads to the safe working rated capacity in conjunction with other associated personnel • Mobile loads using best mobile practice • Apply risk assessment and hazard control strategies, including hierarchy of control as applied to the positioning and safe operation of the crane (particular awareness of the risks associated with overhead powerlines/electrical cables, ground conditions, crane tipping and demolition sites) • Use and interpret crane manufacturer's specifications and data, including load charts

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REQUIRED SKILLS AND KNOWLEDGE
to enable the crane to be configured for the load • Verify problems and equipment faults and demonstrate appropriate response procedures
Required knowledge:
• Appropriate mathematical procedures for estimation and measurement of loads • Commonwealth, state or territory OH&S legislation, standards and codes of practice relevant to the full range of processes for the crane class • Ability to read and comprehend manufacturer's instructions, procedures and safety signs • Understanding of crane characteristics and capabilities (including use of load charts) to allow the configuration of the crane to suit the range of loads • Understanding of the hierarchy of hazard identification and control • Organisational and workplace standards, requirements, policies and procedures for conducting operations for the crane class • Procedures for the recording, reporting and maintenance of workplace records and information • Typical routine problems encountered in the operation of the crane and equipment and adjustments required for correction

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for the Training Package.	
Overview of assessment	Successful assessment of this unit meets the competency requirement of the National Standard for Licensing Persons Performing High Risk Work. State/territory OH&S regulators have mandated the use of Assessment Instruments and Instructions for Assessment for this unit which have been endorsed by the national body responsible for OH&S matters.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	• Compliance with OH&S licensing legislation. • Communicate and work safely with others in the work area. • Risk assessment and management procedures (particular awareness of the risks associated with

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EVIDENCE GUIDE	
	overhead powerlines/electrical cables, ground conditions, crane tipping, other vehicles and personnel). • Operation of a non-slewing mobile crane including all functions to their maximum extension in the lifting and moving of loads to the safe working rated capacity of non-slewing mobile cranes (over 3t capacity) in conjunction with other associated personnel. • Appropriate mathematical procedures for estimation of loads.

Context of and specific resources for assessment	• Assessment of the safe and effective application of knowledge and skill to workplace tasks (performance) must be undertaken using the endorsed Assessment Instrument.
	• Assessment of performance must be undertaken either in the workplace or in a realistically simulated workplace setting.
	• Assessors must ensure that the assessment in the workplace is organised to ensure that all the required equipment and materials and a suitable working area is made available to suit the assessment and the workplace.
	• Assessment must occur under standard and authorised work practices, safety requirements and environmental constraints.
	• Assessment is to comply with relevant appropriate standard requirements.
	• Applicants must have access to:
	  • Personal Protective Equipment (PPE) for the purpose of the Performance Assessment
	  • appropriate non-slewing crane (greater than 3 tonnes) and associated equipment in safe condition
	  • suitable loads as specified by endorsed assessment instrument
	  • communication equipment (e.g. two-way radios, whistles, etc.)
	  • other associated personnel to sling and direct the loads.

Method of assessment	• Assessment must be conducted using the endorsed Assessment Instruments. These Instruments provide advice on their application.

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EVIDENCE GUIDE	
	• The use of '**simulators**' in the assessment of this unit of competency is **not acceptable**. • Assessment may be in conjunction with the assessment of other units of competency. • Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge. • Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstances, but is able to be transferred to other circumstances.
Guidance information for assessment	• Further information about endorsed Assessment Instruments may be obtained from state/territory OH&S regulators.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below.	
Hazards	May include but not limited to: • ground stability (e.g. ground condition, recently filled trenches, slopes) • overhead hazards (e.g. powerlines, service pipes) • insufficient lighting • traffic (e.g. pedestrians, vehicles, other plant) • environmental conditions (e.g. wind, lightning, storms, etc.) • other specific hazards (e.g. dangerous materials)
Hazard control measures	Refers to the systematic process of eliminating or reducing the risk to personnel and property through the application of controls It includes the application of the hierarchy of control, the six-step preference of control measures to manage and control risk: 1 elimination

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RANGE STATEMENT	
	2 substitution 3 isolation 4 engineering control measures 5 using safe work practices 6 personal protective equipment
Appropriate standards	May include but not limited to: • codes of practice • legislation • Australian standards • manufacturer's specifications • industry standards (where applicable)
Associated personnel	May include but not limited to: • doggers • riggers
Appropriate	May include but not limited to: • crane capabilities • environmental conditions (e.g. wind, lightning, storms, etc.)
Crane	May include: • a crane (greater than 3 tonnes capacity) which meets the requirements of AS1418 • articulated type mobile cranes • locomotive cranes Does not include vehicle tow truck operations
Communication method	May include but not limited to: • verbal and non-verbal language • written instructions • signage • hand signals • listening • questioning to confirm understanding • appropriate worksite protocol
Signage and labels	May include but not limited to: • crane data plates/labels • load charts • crane decals

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RANGE STATEMENT	
	• control labels
Procedures	May include but not limited to: • manufacturer's guidelines (instructions, specifications, operators manual or checklists) • industry operating procedures • workplace procedures (work instructions, operating procedures, checklists)
Controls	May include but not limited to: • luffing levers • hoisting and lowering levers • slewing levers including brake • boom extension levers (where fitted)
Service logbook	May include but not limited to: • any logbook • service book • history record system where the service and maintenance history is kept
Crane safety devices	May include but not limited to: • horns/sirens • audible and visual reversing devices • operator restraint devices • lights
Communication equipment	May include but not limited to: • fixed channel two-way radios • whistles • bells • buzzers NB: where radio communication equipment is used the transmitting frequencies of the equipment must be selected to prevent interference to or from other radio equipment being used in the vicinity of the crane
Ground suitability	May include but not limited to: • rough uneven ground • backfilled ground • soft soils • hard compacted soil

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RANGE STATEMENT	
	• rock • bitumen • concrete
Stability	May include but not limited to: • deploying outriggers • establishing correct size plates or packing • correctly positioning plates or packing
Crane configuration	May include but not be limited to: • boom/jib • fly-jib • counterweights
Hazard prevention/control measures	May include but not limited to: • safety tags on electrical switches/isolators • insulated powerlines • safety observer used inside exclusion zone • disconnected power • traffic barricades and control/s • pedestrian controls • trench covers • movement of obstructions • personal protective equipment • adequate illumination
Test lift	The load is lifted just clear of the lifting plane to allow for checks to be safely made in consultation with associated personnel to ensure that: • near capacity loads do not overload the crane • loads of unusual shape or weight distribution are correctly slung • load measuring equipment can be used to verify the calculated weight of the load • all crane equipment is functioning properly • adjustments to the slinging can be made in a safe manner
Relevant crane movements	May include but not limited to: • telescope in and out • boom/jib up and down • articulating (as applicable)

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RANGE STATEMENT	
	• raise and lower hoist (as applicable)
Communication signals	May include but not limited to: • stop - hand • stop - whistle • hoist up - hand • hoist up - whistle • hoist down - hand • hoist down - whistle • luff boom down - hand • luff boom down - whistle • luff boom up - hand • luff boom up - whistle • telescope out - hand • telescope out - whistle • telescope in - hand • telescope in - whistle • slew/articulate right - hand • slew/articulate right - whistle • slew/articulate left - hand • slew/articulate left - whistle
Unplanned and/or unsafe situations	May include but not limited to: • failure/loss of control (e.g. brakes and steering) • failure of equipment (e.g. hydraulic system) • environmental conditions (e.g. wind, lightning, storms, etc.)
Planned route	May include but not limited to: • unusual or difficult terrains • obstacles or obstruction
Best mobile practice	May include but not limited to: • minimum speed • gentle acceleration and braking (to minimise load swing) • minimum boom/jib length • carrying the load near to the ground surface • use of handheld taglines
Shut down	May include but not limited to: • retracting boom/jib/fly (where applicable)

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RANGE STATEMENT	
	• retracting hoist rope and hook block • idling engine to stabilise temperature • retracting outriggers/stabilisers (where applicable) • turning off engine

Unit Sector(s)

Not Applicable

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TLILIC3008A Licence to operate a slewing mobile crane (up to 20 tonnes)

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	This unit specifies the outcomes required to operate a slewing mobile crane (up to 20 tonnes) for licensing purposes. It encompasses the requirement for non-slewing mobile crane licence and the vehicle loading crane licence.

Application of the Unit

Application of the Unit	This unit requires the operator to plan the work, conduct routine checks, set up crane, transfer loads, mobile loads and shut down and secure the crane. This unit is based on the requirements of the National Standard for Licensing Persons Performing High Risk Work. This unit in its current form meets state and territory licensing requirements. Any alteration will result in a unit which is not acceptable to regulators for the purpose of licensing.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency	*Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan work	1.1 Potential workplace ***hazards*** are identified 1.2 ***Hazard prevention***/***control measures*** are identified consistent with ***appropriate standards*** to ensure the safety of personnel and equipment 1.3 The weight of the load is identified and estimated in consultation with ***associated personnel*** 1.4 ***Crane*** is ***appropriate*** to the load/s and workplace conditions 1.5 Appropriate path for the movement of loads in the work area is inspected and determined 1.6 Appropriate ***communication methods*** are identified with ***associated personnel***
2. Conduct routine checks	2.1 ***Crane*** is visually checked for any damage or defects 2.2 ***Crane*** is accessed in a safe manner 2.3 All ***signage and labels*** are visible and legible according to the ***appropriate standard*** 2.4 Routine pre-operational crane checks are carried out according to ***procedures*** 2.5 All ***controls*** are located and identified 2.6 Crane ***service logbook*** is checked for compliance 2.7 ***Crane*** is started according to ***procedures*** and checked for any abnormal noise

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ELEMENT	PERFORMANCE CRITERIA
	2.8 All ***crane safety devices*** are tested according to ***procedures*** 2.9 Post-start operational checks are carried out according to ***procedures*** 2.10 All ***communication equipment*** is checked for serviceability 2.11 All damage and defects are reported and recorded according to ***procedures***, and appropriate action is taken
3. Set up crane	3.1 ***Ground suitability*** is checked 3.2 ***Crane*** is driven to the work area according to ***procedures*** 3.3 ***Crane*** is positioned for work application and ***stability*** according to ***procedures*** 3.4 Appropriate ***crane configuration*** for work task is determined according to ***procedures*** (where applicable) 3.5 Boom/jib and counterweight configuration data is input into the crane computer (as required) 3.6 Appropriate ***hazard prevention***/***control measures*** are applied to the work area according to ***procedures*** 3.7 All ***communications equipment*** is tested for functionality
4. Transfer load	4.1 Lifts are determined within the capacity of the crane 4.2 Boom/jib and hoist block is positioned over load following directions from ***associated personnel*** 4.3 ***Test lift*** is carried out according to ***procedures*** 4.4 Loads are transferred using all ***relevant crane movements*** according to ***procedures*** and the ***appropriate standard*** 4.5 All required ***communication signals*** are correctly interpreted according to ***procedures*** and the ***appropriate standard*** 4.6 ***Crane*** is operated according to ***procedures*** 4.7 Load movement is monitored constantly ensuring safety to personnel and load, and crane stability 4.8 ***Unplanned and***/***or unsafe*** situations are responded to in line with ***procedures***
5. Mobile load	5.1 Suitability of ***planned route*** is checked for the crane according to ***procedures*** 5.2 ***Crane*** is configured to mobile load according to

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ELEMENT	PERFORMANCE CRITERIA
	procedures 5.3 Load is moved using ***best mobile practice*** according to the ***appropriate standard***
6. Shut down and secure crane	6.1 ***Crane*** boom/jib and equipment are stowed and secured where appropriate according to ***procedures*** and the ***appropriate standard*** 6.2 Relevant motion locks and brakes are applied (where applicable) 6.3 Outriggers/stabilisers are stowed and secured according to ***procedures*** 6.4 Crane is ***shut down*** according to ***procedures*** 6.5 Plates or packing are stowed and secured 6.6 Routine post-operational crane checks are carried out according to ***procedures*** 6.7 All damage and defects are reported and recorded according to ***procedures***, and appropriate action is taken

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level required for this unit.
Required skills:
• Accurately record and maintain information relating to crane operations • Use communication techniques in the workplace including whistles, hand signals and use of two-way radios • Use interpersonal communication skills at a level sufficient to communicate with other site personnel • Load data into crane computer (where fitted) and check operation to accurately reflect the crane configuration • Operate a slewing mobile crane (up to 20t capacity) for the lifting and moving of loads to the safe working rated capacity in conjunction with other associated personnel • Apply risk assessment and hazard control strategies, including hierarchy of control as applied to the positioning and safe operation of the crane (particular awareness of the risks associated with overhead powerlines/electrical cables, wind, erection, pack up and crane stability) • Use and interpret crane manufacturer's specifications and data, including load

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REQUIRED SKILLS AND KNOWLEDGE
charts, to enable the crane to be configured for the load • Verify problems and equipment faults and demonstrate appropriate response procedures
Required knowledge:
• Appropriate mathematical procedures for estimation and measurement of loads • Commonwealth, state or territory OH&S legislation, standards and codes of practice relevant to the full range of processes for the crane class • Level of literacy to be able to read and comprehend manufacturer's instructions, procedures and safety signs • Mobile slewing crane characteristics and capabilities to allow the configuration of the crane to suit the range of loads • Mobile slewing crane operating techniques • Understanding of the hierarchy of hazard identification and control • Organisational and workplace standards, requirements, policies and procedures for conducting operations for the crane class • Procedures for the recording, reporting and maintenance of workplace records and information • Rated capacity and working load limits (including use of crane load charts) • Typical routine problems encountered in the process and with equipment and adjustments required for correction

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for the Training Package.	
Overview of assessment	• Successful assessment of this unit meets the competency requirement of the National Standard for Licensing Persons Performing High Risk Work. • State/territory OH&S regulators have mandated the use of Assessment Instruments and Instructions for Assessment for this unit which have been endorsed by the national body responsible for OH&S matters.
Critical aspects for assessment and evidence required to demonstrate	• Compliance with OH&S licensing legislation. • Communicate and work safely with others in the work area.

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EVIDENCE GUIDE	
competency in this unit	• Risk assessment and management procedures (particular awareness of the risks associated with overhead powerlines/electrical cables, ground conditions, crane tipping and demolition sites). • Complete the pre-operational check, positioning, stabilising, set up, operation, post-operational checks of a mobile crane including all functions to their maximum extension in the lifting and moving of loads to the safe working rated capacity of the mobile crane up to 20 tonne capacity in conjunction with other associated personnel. • Appropriate mathematical procedures for estimation of loads.

Context of and specific resources for assessment	• Assessment of the safe and effective application of knowledge and skill to workplace tasks (performance) must be undertaken using the endorsed Assessment Instrument.
	• Assessment of performance must be undertaken either in the workplace or in a realistically simulated workplace setting.
	• Assessors must ensure that the assessment in the workplace is organised to ensure that all the required equipment and materials and a suitable working area is made available to suit the assessment and the workplace.
	• Assessment must occur under standard and authorised work practices, safety requirements and environmental constraints.
	• Assessment is to comply with relevant appropriate standard requirements.
	• Applicants must have access to:
	  • Personal Protective Equipment (PPE) for the purpose of the Performance Assessment
	  • appropriate slewing mobile crane (up to 20 tonne) and associated equipment in safe condition
	  • suitable loads as specified by the endorsed Assessment Instrument
	  • communication equipment (e.g. two-way radios, whistles, etc.)
	  • other associated personnel to sling and direct the loads

Method of assessment	• Assessment must be conducted using the endorsed

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EVIDENCE GUIDE	
	Assessment Instruments. These Instruments provide advice on their application. • Assessment may be in conjunction with the assessment of other units of competency. • The use of '**simulators**' in the assessment of this unit of competency is **not acceptable**. • Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge. • Assessment must confirm a reasonable inference that competency is not only able to be satisfied under the particular circumstances, but is able to be transferred to other circumstances.
Guidance information for assessment	Further information about endorsed Assessment Instruments may be obtained from state/territory OH&S regulators.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below.	
Hazards	May include but not limited to: • ground stability (e.g. ground condition, recently filled trenches, slopes) • overhead hazards (e.g. powerlines, service pipes) • traffic (e.g. pedestrians, vehicles, other plant) • insufficient lighting • environmental conditions (e.g. wind, lightning, storms, etc.) • other specific hazards (e.g. dangerous materials)
Hazard control measures	Refers to the systematic process of eliminating or reducing the risk to personnel and property through the application of controls It includes the application of the hierarchy of control, the six-step preference of control measures to manage

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RANGE STATEMENT	
	and control risk: 1 elimination 2 substitution 3 isolation 4 engineering control measures 5 using safe work practices 6 personal protective equipment
Appropriate standard	May include but not limited to: • codes of practice (mobile crane) • legislation • Australian standard • manufacturer's specifications • industry standards (where applicable)
Associated personnel	May include but not limited to: • riggers • doggers
Appropriate	May include but not limited to: • crane capabilities • environmental conditions (e.g. wind, lightning, storms, etc.)
Crane	May include a boom or jib, which is capable of being slewed (up to 20 tonnes capacity) The slewing mobile crane up to 20 tonnes classification encompasses the requirements for the non-slewing mobile crane classification and the vehicle loading crane classification NB: This excludes front-end loader, backhoe, excavator or like equipment when configured for crane operation
Communication method	May include but not limited to: • verbal and non-verbal language • written instructions • signage • hand signals • listening • questioning to confirm understanding • appropriate worksite protocol

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RANGE STATEMENT	
Signage and labels	May include but not limited to: • crane data plates/labels • load charts • crane decals • control labels
Procedures	May include but not limited to: • manufacturer's guidelines (instructions, specifications or checklists) • industry operating procedures • workplace procedures (work instructions, operating procedures, checklists)
Controls	May include but not limited to: • luffing levers • hoisting and lowering levers • slewing levers including brake • boom extension levers (where fitted)
Service logbook	May include but not limited to: • any logbook • service book • history record system where the service and maintenance history is kept
Crane safety devices	May include but not limited to: • horns/sirens • audible and visual reversing devices • operator restraint devices • lights
Communication equipment	May include but not limited to: • two-way radios • whistles • bells • buzzers NB: where radio communication equipment is used the transmitting frequencies of the equipment must be selected to prevent interference to or from other radio equipment being used in the vicinity of the crane
Ground suitability	May include but not limited to:

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RANGE STATEMENT	
	• rough uneven ground • backfilled ground • soft soils • hard compacted soil • rock • bitumen • concrete
Stability	May include but not limited to: • deploying outriggers • establishing correct size plates or packing • correctly positioning plates or packing
Crane configuration	May include but not be limited to: • boom/jib • fly-jib • counterweights
Hazard prevention/control measures	May include but not limited to: • safety tags on electrical switches/isolators • insulated powerlines • safety observer used inside exclusion zone • disconnected power • traffic barricades and control • pedestrian barricades • trench covers • movement of obstructions • personal protective equipment • adequate illumination
Test lift	The load is lifted just clear of the lifting plane to allow for checks to be safely made in consultation with associated personnel to ensure that: • near capacity loads do not overload the crane • loads of unusual shape or weight distribution are correctly slung • load measuring equipment can be used to verify the calculated weight of the load • all crane equipment is functioning properly • adjustments to the slinging can be made in a safe manner

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RANGE STATEMENT	
Relevant crane movements	May include but not limited to: • telescope in and out • boom/jib up and down • slew boom/jib • operation of outriggers/stabilisers • raise and lower hoist • travel
Communication signals	May include but not limited to: • stop - hand • stop - whistle • hoist up - hand • hoist up - whistle • hoist down - hand • hoist down - whistle • luff boom down - hand • luff boom down - whistle • luff boom up - hand • luff boom up - whistle • telescope out - hand • telescope out - whistle • telescope in - hand • telescope in - whistle • slew left - hand • slew left - whistle • slew right - hand • slew right - whistle • travel - hand
Unplanned and/or unsafe situations	May include but not limited to: • failure/loss of control (e.g. brakes and steering) • failure of equipment (e.g. hydraulic system) • environmental conditions (e.g. wind, lightning, storms, etc.)
Planned route	May include but not limited to: • unusual or difficult terrains • obstacles or obstruction
Best mobile practice	May include but not limited to: • minimum speed

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RANGE STATEMENT	
	• gentle acceleration and braking (to minimise load swing) • minimum boom/jib length • carrying the load near to the ground surface • boom/jib in line with the crane • boom/jib as low as possible • load faces uphill • use of handheld taglines
Shut Down	May include but not limited to: • retracting boom/jib • retracting hoist rope and hook block • positioning/securing boom/jib • retracting outriggers/stabilisers • idling engine to stabilise temperature • turning off engine (where applicable) • removing key from ignition (where applicable) • locking and securing cabin (where applicable)

Unit Sector(s)

Not Applicable

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TLIR4002A Source goods/services and evaluate contractors

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to source goods/materials/services and evaluate contractors including analysing supply requirements, and evaluating and selecting appropriate potential contractor(s). Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work is performed under general guidance on progress and outcomes of work. It involves discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures. This includes the application of established workplace procedures to source goods and to evaluate potential contractors.

A range of opportunities may be used to develop the work area and to support the development of work systems and innovative strategies to deal with contingencies and to encourage the achievement of the organisations' goals and key performance objectives by the work area and the individuals and teams within it.

The unit generally applies to those with responsibility for resource coordination and allocation and who provide leadership of others individually or in teams.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse supply requirements	1.1 Purpose and specifications of required goods/services are identified 1.2 Criteria to evaluate potential or existing contractor performance is established 1.3 Quantities of required goods/services are determined 1.4 Frequency of ordering/requesting of goods/services is identified
2 Evaluate potential contractors	2.1 Contractors of requested goods/materials/services are identified 2.2 Comparative costings for goods/materials/services are obtained 2.3 Contractors' ability to provide a consistent level of performance on repeat jobs is assessed 2.4 Contractors are evaluated in relation to established criteria and in accordance with workplace and regulatory procedures 2.5 A prioritised contractor shortlist is established based on the capacity of contractors to provide a cost competitive quality service 2.6 The outcomes of the contractor selection process are documented including recommendations for actioning agreements/contracts with selected contractors 2.7 Information and data generated during the selection process is filed and maintained in accordance with workplace procedures

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Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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

Required knowledge:

- Relevant regulatory and code requirements
- Relevant OH&S responsibilities and procedures
- Workplace policies, procedures and protocols for the sourcing and supply of goods/services, and the evaluation of potential supply contractors
- Workplace grievance and disputation handling policies and procedures
- Workplace business policies and plans as they relate to supply contracts, including procedures for maintenance of confidentiality
- Focus of operation of recording, reporting and statistical analysis systems and resources
- Resource availability including the processing capacity of equipment and software systems for statistical analysis of data
- Typical problems that can occur when sourcing goods and services and evaluating contractors, and related appropriate action that can be taken

Required skills:

- Communicate and negotiate effectively with others when sourcing goods and services and evaluating contractors
- Read and interpret instructions, procedures and information and signs relevant to the sourcing of goods and services and the evaluation of contractors
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to the sourcing of goods and services and the evaluation of contractors
- Operate electronic communication equipment to required protocol
- Work collaboratively with others when sourcing goods and services and evaluating contractors
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when sourcing goods and services and evaluating contractors in accordance with regulatory requirements and workplace procedures
- Monitor work activities in terms of planned schedule
- Modify activities depending on differing operational contingencies, risk situations and environments
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Select and appropriately apply technology, information systems and procedures to workplace

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Required skills:

tasks

- Adapt to differences in equipment in accordance with standard operating procedures

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
  - the underpinning knowledge and skills
  - relevant legislation and workplace procedures
  - other relevant aspects of the range statement

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
  - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
  - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
  - relevant and appropriate materials and equipment, and
  - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
  - through activities in an appropriately simulated environment at the registered training organisation,

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EVIDENCE GUIDE

and/or

- in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

The workplace environment may involve twenty-four hour operation and may include:	• single and multi-site location • large, medium or small companies
Services, products, risks, work systems and requirements may:	• potentially vary across different sections of the workplace
Operations require:	• customer and supplier contact and coordination
Contractors may be:	• for one-off or repeat supplies/contract services
Document/data interchange may be:	• electronic • paper-based
Selection processes include:	• procedures for maintenance of confidentiality and integrity
Personnel in work area may include	• other employees and supervisors • customers and suppliers • external authorities and agencies • management and union representatives • industrial relations, occupational health and safety specialists • other professional or technical staff, contractors and maintenance personnel
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Information/documentation may include:	• quality and work specifications and procedures • specifications for required products or services • manufacturers specifications and/or suppliers handling and storage advice

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RANGE STATEMENT

	• workplace procedures, policies and instructions • OH&S regulations and procedures • supplier and/or client instructions • materials safety data sheets • relevant agreements, codes of practice including the national standards for manual handling and the industry safety code • legislation, regulations and related documentation, including regulations related to hazardous substances, dangerous goods and environment protection • reports of accidents and incidents within regulatory requirements and enterprise procedures • workplace guidelines on appropriate workplace language and communication strategies and interpretation of relevant information • quality assurance procedures
Applicable regulations and legislation may include:	• relevant regulations, standards and codes of practice • relevant Australian and state/territory OH&S legislation • equal employment legislation and related policies • environmental protection regulations • hazardous substances and dangerous goods codes • relevant Australian standards and certification requirements • licence, patent or copyright arrangements

Unit Sector(s)

Not Applicable

Competency Field

Competency Field R - Contract Procurement

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TLIR4003A Negotiate a contract

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to contract transport and distribution services in accordance with relevant regulatory requirements and workplace procedures. This includes negotiating the contract with a contractor, finalising the contract negotiations, and completing all enterprise contract requirements. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be must be carried out in compliance with the relevant regulations, standards, legal requirements and codes of practice.

Work is under general guidance on progress and outcomes of work. It requires discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within workplace policy and procedures.

A range of opportunities may be used to develop the work area and to support the development of work systems, innovative strategies to deal with contingencies and to encourage the achievement of the workplace's goals and key performance objectives by the work area and the individuals and teams within it.

The unit generally applies to those with responsibility for resource coordination and allocation and who provide leadership of others individually or in teams.

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Negotiate contract with contractor	1.1 Requirements of the contract are clearly documented and understood by the relevant parties 1.2 Areas of ambiguity or concern are clarified and resolved 1.3 Negotiations are undertaken with selected contractor for the contracting of required goods/services on a 'without prejudice' basis 1.4 Conditions for service and/or supply of goods/services are agreed between the enterprise and the contractor including the determination of key performance indicators 1.5 Alternative contractors are negotiated with if agreement is unable to be reached with preferred contractor 1.6 Contract negotiations conform to established workplace requirements and relevant legislation
2 Complete contract negotiations	2.1 Contract documentation is drafted in accordance with relevant legislation, workplace procedures and negotiated conditions of service and supply 2.2 Technical support in the drafting of contracts is accessed where required 2.3 Contract documentation is signed and exchanged between the relevant parties
3 Complete enterprise	3.1 Documentation systems are established to ensure traceability of

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ELEMENT	PERFORMANCE CRITERIA
contract requirements	orders and financial transactions 3.2 Workplace systems that require interaction with contractors are identified and actioned 3.3 Quality assurance procedures for supplied goods/services are initiated 3.4 Contract and ancillary documentation is completed and stored in accordance with workplace procedures and, where applicable, regulatory requirements

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

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

Required knowledge:

- Regulations, codes of practice and legal requirements relevant to contractual arrangements
- Relevant OH&S and environmental protection procedures and regulations
- Workplace procedures for the negotiation of a contract
- Problems that may occur during the negotiation of a contract and action that can be taken to report or resolve the problems
- Risks that may exist when negotiating a contract and ways of controlling the risks involved
- Focus of operation supply arrangements, resources, management and workplace operating systems
- Applicable aspects of contract law
- Processes for contract formulation and negotiation
- Workplace business policies and plans including procedures for maintenance of confidentiality
- Equipment applications, capacities, and configurations
- Resource availability including the competencies of individuals in the team/group
- Relevant contract documentation requirements

Required skills:

- Communicate effectively with others when negotiating a contract
- Read and interpret instructions, procedures, information and regulatory requirements relevant to the negotiation of a contract
- Prioritise work and coordinate self and others in relation to workplace activities

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Required skills:

- Complete documentation related to the negotiation of a contract
- Operate electronic communication equipment to required protocol
- Provide leadership and work collaboratively with others when negotiating a contract
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- Promptly report and/or rectify any identified problems that may arise when negotiating a contract in accordance with regulatory requirements and workplace procedures
- Apply precautions and required action to minimise, control or eliminate risks that may exist when negotiating a contract
- Plan and organise work activities
- Monitor work activities in terms of planned schedule
- Modify activities to cater for variations in workplace contexts and environment
- Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- Select and apply appropriate technology and information systems
- Adapt to differences in equipment in accordance with standard operating procedures

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	• The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
	  • the underpinning knowledge and skills
	  • relevant legislation and workplace procedures
	  • other relevant aspects of the range statement

Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts
	• Resources for assessment include:
	  • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
	  • access to an appropriate range of relevant operational

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	situations in the workplace
	• In both real and simulated environments, access is required to:
	  • relevant and appropriate materials and equipment, and
	  • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation
	• As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
	• Practical assessment must occur:
	  • through activities in an appropriately simulated environment at the registered training organisation, and/or
	  • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work may be undertaken:	• in various work environments in warehousing, storage, transport and distribution industries
Customers may be:	• internal or external
Operations may be conducted:	• by day or night
The workplace environment may involve:	• twenty-four hour operation • single and multi-site location • large, medium and small workplaces
Services, products, risks, work systems and requirements:	• potentially vary in different sections of the enterprise
Contracts may be for:	• singular or continuous supply of goods and/or services
Document/data interchange may be:	• electronic • paper-based

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RANGE STATEMENT

Clients/customers/suppliers may include:	• domestic and international contractors • corporations • individuals • government agencies
Contract must conform to:	• relevant legislation in regard to issues of probity and fair dealings
Consultative processes may involve:	• employees, supervisors and managers • contractors • suppliers and current or potential clients • legal representatives, financial managers, accountants • relevant authorities, government departments and institutions • representatives of other enterprises and organisations related to the international transfer of freight • industrial relations and OH&S specialists • other professional, maintenance and technical staff
Communications systems may involve:	• fixed and mobile telephone • radio • fax • email • electronic data transfer of information • mail, forms and internal memos
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:	• company procedures • enterprise procedures • organisational procedures • established procedures
Documentation/records may include:	• codes of practice and regulations relevant to the transport and distribution contractual arrangements • legal and contract documentation • workplace operating procedures and policies • operations manuals, job specifications and procedures and induction documentation • supplier and/or client instructions • Australian and International standards, criteria and certification requirements • communications technology equipment and oral, aural or signed communications • quality assurance standards and procedures • emergency procedures • relevant competency standards and training materials

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RANGE STATEMENT

Applicable procedures and codes may include:	• QA plans, data and document control • conditions of service, legislation and industrial agreements including workplace agreements and awards • regulations and codes of practice relevant to contractual arrangements • Australian and international regulations and codes of practice for the handling and transfer of dangerous goods and hazardous substances • relevant financial regulations • Australian and international standards and certification requirements • relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation • relevant licence or permit requirements and associated regulations • relevant workplace relations legislation • relevant workers compensation legislation • equal opportunity, equal employment opportunity and affirmative action legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field R - Contract Procurement

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