Australian Government

Department of Education, Employment and Workplace Relations

AGF07 Agri-Food Training Package

Release: 1.0

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CONTENTS

Modification History

Version Modification History

Version	Release Date	Comments
1.0	2007-05-29	**Primary release**

AgriFood Skills Australia

Imprint

AGF07 Agri-Food Training Package

Preliminary Information

Important Note to Users

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

Check the version number before commencing training or assessment

This Training Package is Version 1.0 - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Agri-Food Industry Skills Council at http://www.agrifoodskills.net.au to confirm the latest version number.

Explanation of version number conventions

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

Version modification history

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

Version	Release Date	Comments
1.0	TBA	**Primary release**

List of AQF Qualifications

List of AQF Qualifications

Qualification Code	Title
AGF10107	Certificate I in Agri-Food (Pathways)

Units of competency in this Training Package and their prerequisites

Note – the prerequisite column is only displayed if prerequisites exist.

Unit Code	Name
AGFCMN101A	Adapt to work requirements in agri-food industry
AGFCMN102A	Apply effective work practices

Unit Code	Name
AGFCMN103A	Demonstrate care and apply safe practices at work
AGFCMN201A	Contribute to animal care through work activities
AGFCMN202A	Contribute to work activities to produce food
RTE1001A	Support agricultural crop work
RTE1601A	Support irrigation work
RTE2029A	Assist agricultural crop maintenance
RTE2030A	Assist agricultural crop harvesting
RTE2114A	Monitor water supplies
RTF1004A	Support gardening work
RUV1101A	Prepare for animal care work
RUV1102A	Support animal care work
RUV1103A	Support animal care cleaning activities
RUV1104A	Maintain the animal care workplace

Imported units of competency in this Training Package

Code	Title	Origin
RTE1001A	Support agricultural crop work	RTE03
RTE1601A	Support irrigation work	RTE03
RTE2029A	Assist agricultural crop maintenance	RTE03
RTE2030A	Assist agricultural crop harvesting	RTE03
RTE2114A	Monitor water supplies	RTE03
RTF1004A	Support gardening work	RTF03
RUV1101A	Prepare for animal care work	RUV04
RUV1102A	Support animal care work	RUV04

| RUV1103A | Support animal care cleaning activities | RUV04 |
| RUV1104A | Maintain the animal care workplace | RUV04 |

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

Background to AGF07 Agri-Food Training Package

AGF07 Agri-Food Training Package has been developed as a significant step in the process of Training Package rationalisation work being undertaken by the Agri-Food Industry Skills Council (AFISC). There was an identified need for a 'whole of agri-food' approach to some of the qualifications and units of competency contained in some of the manufacturing sectors coved by AFISC Training Packages.
The first qualification to populate this new Training Package is AGF10107 Certificate I in Agri-Food (Pathways) . This will be followed closely by more units of competency and qualifications that will be applicable across all agri-food industries.

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 Training Framework?
The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Quality Council (NQC).
How are Training Packages developed?
Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.
How do Training Packages encourage flexibility?

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

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

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

Who can deliver and assess using Training Packages?

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

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.
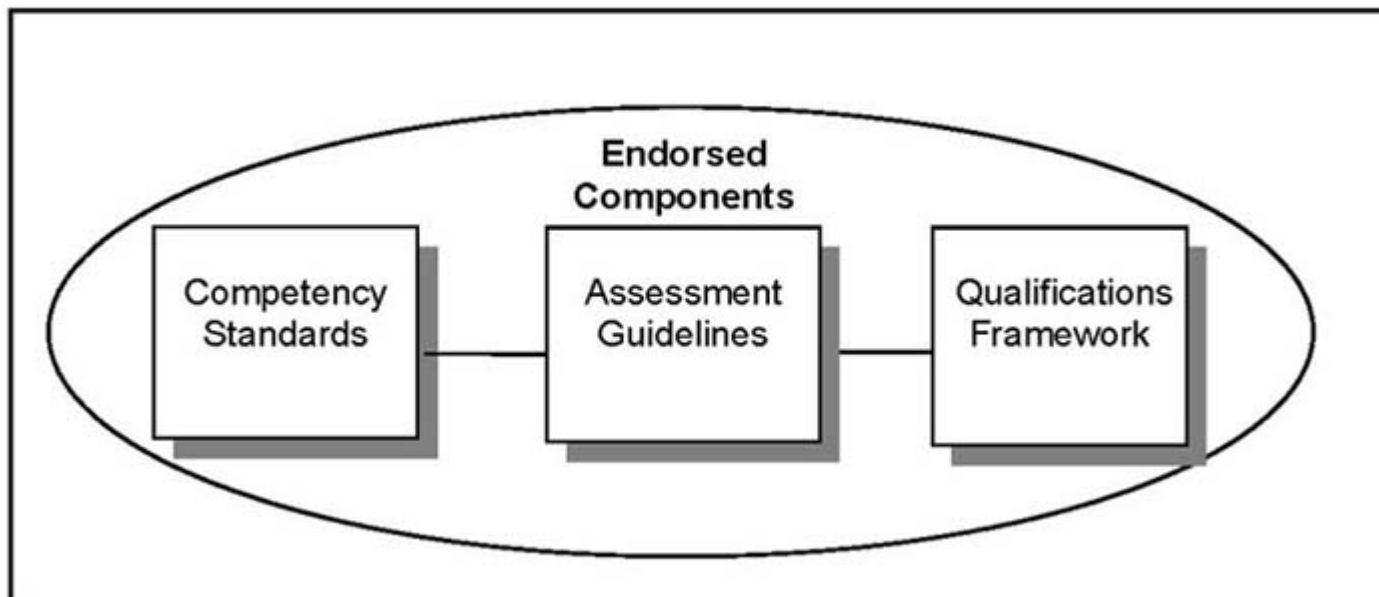
Competency Standards

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

AgriFood Skills Australia

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 *Standards for Registered Training Organisations*. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

Qualifications Framework

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

Training Package Support Materials

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

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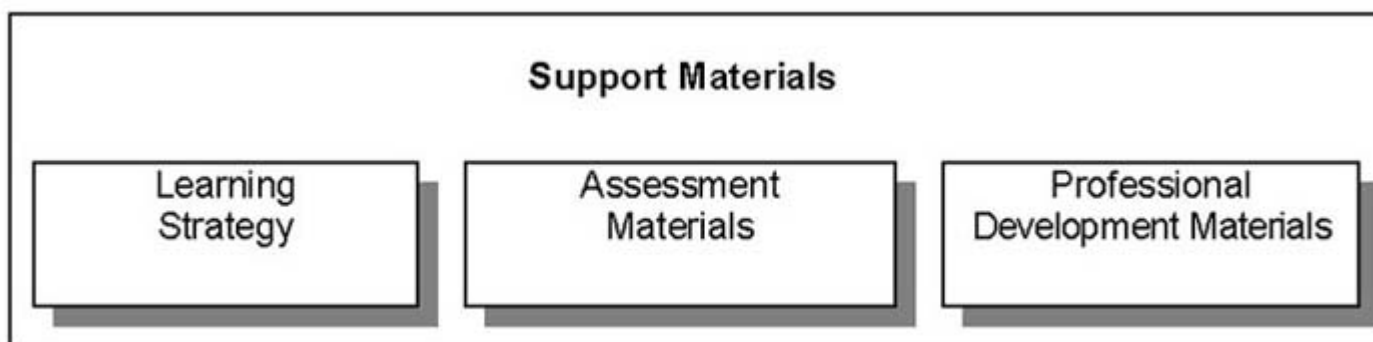
Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of 'noting' by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability (www.ntis.gov.au).

It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

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 title always following the code.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example AGF07. 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 AGF10107. The first three letters identify the Training Package; the first number identifies the qualification level (noting that arabic numbers are not used in qualification titles themselves); 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. The 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.

A typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in AGFCMN101A. The first three characters signify the Training Package (AGF07Agri-Food Training Package in the above example) and up to eight characters, relating to an industry sector, function or skill area, follow. The last character is always a letter and identifies the unit of competency version. The A in the example above indicates that this is the original unit of competency. An incremented version identifier usually 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. 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:
• firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma or Advanced Diploma
• this is followed by the words "in" for Certificates I to IV and "of" for Diploma and Advanced Diploma
• then the industry descriptor follows, for example Telecommunications, and
• if applicable, the occupational or functional stream follows in brackets, for example (Computer Systems).
For example:
•   AGF10107 Certificate I in   Agri-Food (Pathways)

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:
*   AGFCMN101A Adapt to work requirements in agri-food industry
*   AGFCMN102A Apply effective work practices

Development of AGF07 Agri-Food Training Package

AGF07 Agri-Food Training Package is a result of development work undertaken in a Certificate I in *Industry* (Pathways) project commissioned by the now-defunct Australian National Training Authority to address the lack of industry focus and nationally recognised qualifications in a range of courses and programs focusing on learners in equity groups. The project addressed the fact that Certificate I qualifications within Training Packages were considered to be largely generalist qualifications nestled in higher level qualifications with a lack of focus on technical skills and employability skills in general.
AGF07 Agri-Food Training Package, with its Certificate I in Agri-Food (Pathways) qualification and associated units, was therefore developed to meet the identified stakeholder need to:

- create pathways into further study, school continuation and employment for those for whom traditional pathways were not sufficient or accessible
- explicitly address employability skills in units of competency
- assist potential employees in making more informed choices about careers.

The technical units from the industry core units are designed for use only in a Pathways qualification or skills set. They should not be used in other instances as replacements for units that have direct job outcomes.

Qualifications Framework

The Australian Qualifications Framework
What is the Australian Qualifications Framework?
A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF see the *AQF Implementation Handbook, 3rd Edition 2002*. You can download it from the Australian Qualifications Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au

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 Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Statement of Attainment
Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Under the *Standards for Registered Training Organisations*, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

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

Certificate I
Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

demonstrate knowledge by recall in a narrow range of areas;

demonstrate basic practical skills, such as the use of relevant tools;

perform a sequence of routine tasks given clear direction

receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

demonstrate basic operational knowledge in a moderate range of areas;

apply a defined range of skills;

apply known solutions to a limited range of predictable problems;

perform a range of tasks where choice between a limited range of options is required;

assess and record information from varied sources;

take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

demonstrate some relevant theoretical knowledge

apply a range of well-developed skills

apply known solutions to a variety of predictable problems

perform processes that require a range of well-developed skills where some discretion and judgement is required

interpret available information, using discretion and judgement

take responsibility for own outputs in work and learning

take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

demonstrate understanding of a broad knowledge base incorporating some theoretical concepts

apply solutions to a defined range of unpredictable problems

identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas

identify, analyse and evaluate information from a variety of sources

take responsibility for own outputs in relation to specified quality standards

take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

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

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

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

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

Distinguishing Features of Learning Outcomes

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

demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas

analyse and plan approaches to technical problems or management requirements

transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
evaluate information, using it to forecast for planning or research purposes
take responsibility for own outputs in relation to broad quantity and quality parameters
take some responsibility for the achievement of group outcomes.

Advanced Diploma
Characteristics of Learning Outcomes
Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.
The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.
Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.
The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.
Distinguishing Features of Learning Outcomes
Do the competencies or learning outcomes enable an individual with this qualification to:
demonstrate understanding of specialised knowledge with depth in some areas
analyse, diagnose, design and execute judgements across a broad range of technical or management functions
generate ideas through the analysis of information and concepts at an abstract level
demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
demonstrate accountability for personal outputs within broad parameters
demonstrate accountability for personal and group outcomes within broad parameters.

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

Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.

Generate and evaluate ideas through the analysis of information and concepts at an abstract level.

Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.

Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

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.

Qualification Pathways
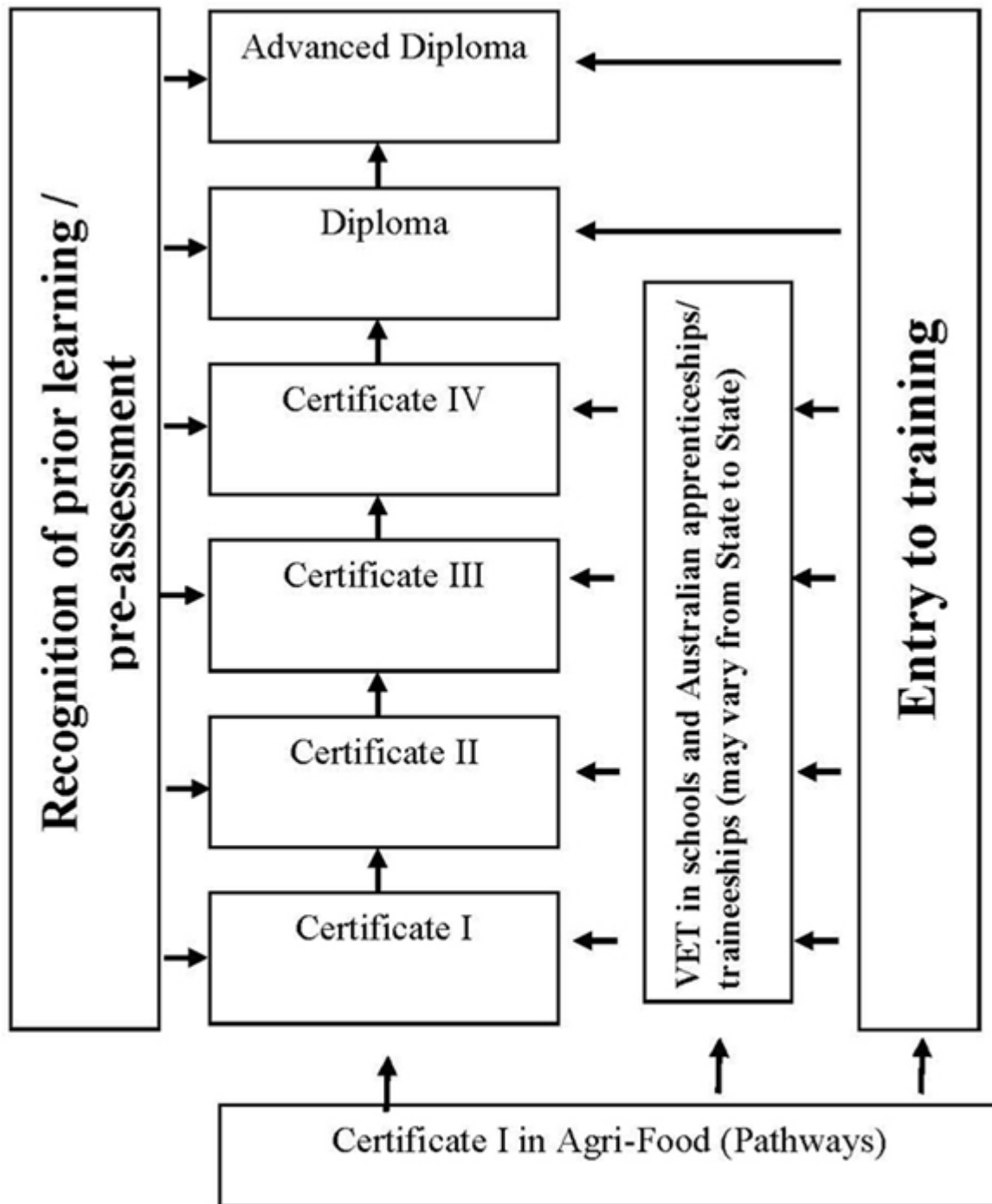
Training pathways for the agri-food industry

Skill Sets

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

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

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording 'these competencies meet [the relevant skill set title or industry need is included]' on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package.

All Statements of Attainment must include the wording 'A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from a nationally recognised qualification'. The following may also be used 'these competencies form part of the [the relevant qualification(s) code and title are inserted]'.

This section below 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.**

Skill sets in this Training Package
Where this section is blank, nationally recognised skill sets have yet to be identified in this industry.

Employability Skills

Employability Skills replacing Key Competency information from 2006
In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

Background to Employability Skills
Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at: http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.
The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills*:
• communication
• teamwork
• problem solving
• initiative and enterprise
• planning and organising
• self-management
• learning
• technology.
The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.
*Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.
Employability Skills Framework
The following table contains the Employability Skills facets identified in the report *Employability Skills for the Future*.

Skill	**Facets** Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive	• listening and understanding • speaking clearly and directly
and harmonious relations across employees and customers	• writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively

	• understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	• working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	• developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	• adapting to new situations • developing a strategic, creative and long-term vision

	• being creative
	• identifying opportunities not obvious to others
	• translating ideas into action
	• generating a range of options
	• initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	• managing time and priorities - setting time lines, coordinating tasks for self and with others
	• being resourceful
	• taking initiative and making decisions
	• adapting resource allocations to cope with contingencies
	• establishing clear project goals and deliverables
	• allocating people and other resources to tasks
	• planning the use of resources, including time management
	• participating in continuous improvement and planning processes
	• developing a vision and a proactive plan to accompany it
	• predicting - weighing up risk, evaluating alternatives and applying evaluation criteria
	• collecting, analysing and organising information
	• understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	• having a personal vision and goals
	• evaluating and monitoring own performance
	• having knowledge and confidence in own ideas and visions
	• articulating own ideas and visions
	• taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• managing own learning
	• contributing to the learning community at the workplace

	• using a range of mediums to learn - mentoring, peer support and networking, IT and courses
	• applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)
	• having enthusiasm for ongoing learning
	• being willing to learn in any setting - on and off the job
	• being open to new ideas and techniques
	• being prepared to invest time and effort in learning new skills
	• acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	• having a range of basic IT skills
	• applying IT as a management tool
	• using IT to organise data
	• being willing to learn new IT skills
	• having the OHS knowledge to apply technology
	• having the appropriate physical capacity

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view Employability Skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies. The following is important information for trainers and assessors about Employability Skills Summaries.

• Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
• Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
• The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
• Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be

AGF10107 Certificate I in Agri-Food (Pathways)

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	- complete all reporting as required - report anything unusual - alert appropriate individuals - record results - complete logs and reports - receive and relay oral and written messages - interpret oral or written messages - respond to information - complete workplace forms
Teamwork	- role of individual in organisational structure - individual role in achieving section, team, plant and company objectives

　　　　　　　　　　　　　　　AgriFood Skills Australia

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

	• work in a team
	• identify individual tasks that are part of team requirements
Problem solving	• recognise common problems
	• identify problems and take required action
	• respond to routine problems
Initiative and enterprise	• take appropriate corrective action
	• select appropriate equipment
	• distinguish between urgent and non-urgent tasks
Planning and organising	• organise relevant equipment and tools
	• organise requests and tasks
	• planning and workplace procedures
	• key factors are identifying, scheduling and performing
	• plan own work
	• plan and organise activities
	• organise daily work plan
Self management	• find out what is required for the job
	• recognise a situation requiring action
	• implement within appropriate time constraints
	• complete own work activities
	• identify task requirements and work role
	• plan own work
	• meet timelines
	• seek assistance from other team members where appropriate
Learning	• recognise anything unusual
	• self-check numerical information
	• clarify cleaning duties
	• ask questions of appropriate personnel
	• seek advice from relevant personnel
Technology	• use equipment
	• turn equipment on and off as required by procedures
	• monitor equipment
	• make measurements
	• use computer system
	• use measuring devices

Packaging Rules

Packaging Rules

   - **To be awarded a Certificate I in Agri-Food** (**Pathways**), **competency must be achieved in the following seven units of competency**:   - **All 3 Core pathways units**   *Core pathways units* (*refer to the unit list at the end of this section*)   - ***and* one Technical unit from the list of industry core units**   *Technical units* (*refer to the unit list at the end of this section*)   - ***and* (where AGFCMN202A Contribute to work activities to produce food is chosen as the technical unit*:)   - **3 Elective units from Rural Production specialisation**   *Elective units - Rural Production specialisation* (*refer to the unit list at the end of this section*)   - **or two units from the above list of imported elective agri-food units plus one from any other endorsed Training Package at Certificate I or II level**.   - ***or* (where AGFCMN201A Contribute to animal care through work activities is chosen as the technical unit*:)   - **3 Elective units from Animal Care & Management specialisation**   *Elective units - Animal Care & Management specialisation* (*refer to the unit list at the end of this section*)   - **or two units from the above list of imported elective agri-food units plus one from any other endorsed Training Package at Certificate I or II level**.   - ***and* note that the technical units from the industry core units are designed for use only in a Pathways qualification or skills set. They should not be used in other instances as replacements for units that have direct job outcomes**.

Packaging Groups:

Core pathways units

Code	Title
AGFCMN101A	Adapt to work requirements in agri-food industry
AGFCMN102A	Apply effective work practices
AGFCMN103A	Demonstrate care and apply safe practices at work

Technical units

Code	Title
AGFCMN201A	Contribute to animal care through work activities
AGFCMN202A	Contribute to work activities to produce food

AgriFood Skills Australia

Elective units - **Rural Production specialisation**

Code	Title
RTE1001A	Support agricultural crop work
RTE1601A	Support irrigation work
RTE2029A	Assist agricultural crop maintenance
RTE2030A	Assist agricultural crop harvesting
RTE2114A	Monitor water supplies
RTF1004A	Support gardening work

Elective units - **Animal Care** & **Management specialisation**

Code	Title
RUV1101A	Prepare for animal care work
RUV1102A	Support animal care work
RUV1103A	Support animal care cleaning activities
RUV1104A	Maintain the animal care workplace

AGFCMN101A Adapt to work requirements in agri-food industry

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers a broad range of skills and knowledge needed to take up employment within a specified sector of the agri-food industry. It includes the application of industry and workplace guidelines and procedures in a daytoday work context as well as appropriate work behaviour.
	This unit is designed for use in a Pathway qualification or skills set. It should not be used in a qualification that has a direct job outcome.

Application of the Unit

Application of the unit	The unit has application in qualifications for many occupations in agri-food industries and it should be regarded as a fundamental unit. When delivered or assessed as part of a qualification, the unit will be customised to ensure its relevance to real or simulated work activities and related workplaces.

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
Manage one's own learning.	1. One's personal goals or vision are considered and articulated. 2. Opportunities for learning new ideas and techniques in relation to personal goals are identified. 3. Personal learning needs and *skill gaps* are recognised. 4. Opportunities for *skill development activities* are identified in consultation with relevant persons. 5. Range of *learning tools and practices* are accessed and applied to job. 6. Advantage is taken of on-the-job and off-the-job learning opportunities.
Adapt to and demonstrate appropriate work practices.	7. Work requirements are identified and interpreted with advice from appropriate persons. 8. *Appropriate dress and behaviour* are observed in the workplace. 9. Work and personal priorities are identified and a balance is achieved. 10. *Time-management strategies* are applied to work duties. 11. Interaction with others is tailored to take into account different backgrounds, cultures and languages.

ELEMENT	PERFORMANCE CRITERIA
Work within organisational requirements.	12. *Organisational requirements* and key activities of the workplace are identified.
	13. Relevant *workplace policies and guidelines* are identified and applied to work undertaken.
	14. Range of organisational values and cultural norms are interpreted.
	15. Uncertainties are discussed with key personnel and clarified.
Identify sectors of the industry.	16. *Main sectors* of the targeted industry, their key activities and the way in which they interrelate are identified.
	17. *Roles and responsibilities* of targeted industry are clarified.
	18. Key organisations representing industry and their roles are identified.
	19. *Current issues or events* affecting the industry are identified.
Identify industry sector products and services.	20. *Products* provided by the industry sector are identified.
	21. *Services* provided by the industry sector are identified.
	22. Appropriate *service standards* in the industry sector are identified.
	23. *Quality standards* for products and services as identified by the industry are clarified.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

REQUIRED SKILLS AND KNOWLEDGE

- adapt and modify activities depending on differing workplace contexts and environments
- apply relevant industrial or legislative requirements
- apply basic interpersonal and communication skills, such as listening, questioning and receiving feedback
- follow directions
- follow relevant OHS and environmental protection procedures and requirements
- use literacy skills in the workplace
- recognise and adapt appropriately to cultural differences in the workplace, including modes of behaviour and interaction with staff and others
- recognise limitations, ask for help and seek clarification or information about work requirements and procedures
- apply time-management skills
- workplace technology skills.

Required knowledge

- current events, activities, products and services of the targeted industry
- workplace policies, procedures and guidelines
- time-management strategies
- appropriate workplace protocols
- workplace equipment, tools and other technologies used in the targeted industry, and where and how to obtain information and instructions on their safe use and basic care and servicing
- sources of information on the industry sector and skills development 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills demonstrated over a period of time, in a range of contexts and to a consistent standard. Evidence must demonstrate the individual's ability and understanding to: • adapt to and apply workplace procedures and practices • complete work tasks according to workplace requirements, standards and applicable regulations

EVIDENCE GUIDE

	• identify and interpret information on sectors in the targeted industry
	• identify and interpret information on the range of products and services produced by the targeted industry
	• identify and take advantage of learning opportunities in the workplace
	• recognise and adapt to cultural differences in the workplace
	• report and rectify workplace problems according to workplace procedures
	• complete work with required attention to detail without damage to goods, equipment or personnel.
Context of and specific resources for assessment	Assessment can be carried out by a using a range of simulated or actual workplace activities that demonstrate the skills and knowledge to adapt to workplace requirements. This unit of competency should be part of a holistic assessment involving other units which make up the job function. A variety of assessment methods is recommended and may include:
	• written or oral questions
	• observation of work activities, which can be in a workplace or simulated workplace
	• evaluation of products or output created through work
	• logbook of work activities undertaken over a period of time
	• third-party report, for example from a supervisor.
	Where a simulated environment is used for assessment it must be reflective of a workplace environment.

Range Statement

RANGE STATEMENT

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

RANGE STATEMENT

regional contexts) may also be included.

Skill gaps include a range of skills needed for the workplace or for a particular job which are currently not developed within an individual. They are different from an individual's 'personal learning needs' as they are skills specifically relevant and required for a particular job. They may include:

- animal and food-handling skills
- communication skills, such as listening and understanding, speaking clearly and directly, reading and writing
- customer service skills
- literacy and numeracy skills
- capacity to undertake heavy physical work
- technical skills
- workplace technology skills using such things as business equipment, computer technology, machinery, hand tools, knives, nets, ropes, bags and security systems.

Skill development activities may include:

- coaching and mentoring programs
- guided workplace experience
- access to a mentor for questions and advice
- opportunities to learn a new task or to operate a new piece of equipment or workplace technology
- human resources programs
- IT courses
- internal or external training program.

Learning tools and practices may include:

- discussion
- note-taking
- observation
- practice
- reviewing manuals and training guides
- trial and error.

On-the-job learning opportunities may include:

- attending talks or seminars arranged by the workplace
- filling in for a colleague in a new area
- receiving on-the-job training and supervised practice
- shadowing another colleague in a different area.

Off-the-job learning opportunities may include:

- attending conferences or seminars
- attending site visits with supervisor
- participating in community events
- participating in workplace social events
- taking a course with a training provider.

RANGE STATEMENT

Appropriate dress and behaviour may include:	• demeanour and attitude displayed with customers and fellow employees • personal dress and safety equipment • presentation and hygiene.
Time-management strategies may include:	• balancing work and personal priorities or agendas • being punctual • dealing with interruptions • setting goals • organising work environment • planning daily or weekly work • prioritising required tasks or activities.
Organisational requirements may include:	• common organisational practices • OHS policies, procedures and programs • organisational policies and guidelines • performance plans.
Workplace policies and guidelines may include:	• attendance • alcohol and drug restrictions • confidentiality • dress codes • obeying orders • personal safety and duty of care related to OHS • punctuality • standards for health and fitness • terms and conditions of employment.
Organisational values generally refer to those mentioned in a mission or vision statement of a company and may include:	• community responsibility • environment responsibility • ethical behaviour and treatment of animals and the environment • innovation.
Cultural norms may include:	• history • meanings specific to the language of the workplace • workplace protocols.
Main sectors of the agri-food industry may include:	• animal care and management • conservation and land management • food processing • horticulture • meat industry

RANGE STATEMENT

	• milling
	• racing
	• rural production
	• seafood.
Roles and responsibilities of industry may include:	• providing proper training to those in the industry
	• providing quality customer service
	• providing quality products and services.
Key organisations representing industry may include:	• industry associations
	• legislative bodies
	• unions.
Current issues or events may include:	• economic
	• environmental
	• political
	• supply and demand
	• technological.
Industry ***products*** are the outcomes of agri-food processes and may include:	• range of products, such as meat, seafood, vegetables, fruit, seafood, cotton, sugar, dairy, wine, wool as well as manufactured food products
	• animal care and management products
	• conservation and land management products
	• land and water resources
	• meat and livestock
	• pharmaceuticals
	• plant care and management products
	• racing products
	• rural production products
	• seafood products
	• sugar products.
Industry ***services*** may include:	• conservation and land management services
	• consulting services
	• customer support
	• delivery services
	• health and diet advice
	• plant and animal care advice
	• veterinary services
	• warranties and guarantees.
Service standards will vary from industry to industry and from	• dealing with conflict situations
	• developing and maintaining product and

RANGE STATEMENT

workplace to workplace depending on the job role and context. They may include:	service knowledge • establishing relationships with customers • following appropriate hygiene and safety procedures • identifying customer needs and expectations • maintaining a positive and cooperative manner • meeting reasonable needs and requests of customers within acceptable timeframes • referring difficult complaints to appropriate persons • responding to customer complaints • taking opportunities to enhance quality of products and services.
Quality standards may include:	• consistency standards • meeting customer requirements • quality specifications • time requirements.

Unit Sector(s)

Unit Sector   No sector assigned

Co-requisite units

Co-requisite units

Functional area

Functional Area

AGFCMN102A Apply effective work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor   This unit covers the skills and knowledge needed to apply
effective work practices in an agri-food industry. It
includes planning, organising and completing work,
communicating effectively, working with others, solving
problems and adapting to change.

This unit is designed for use in a Pathway qualification or
skills set. It should not be used in a qualification that has a
direct job outcome.

Application of the Unit

Application of the unit   The unit has application in agri-food industries and it
should be regarded as a fundamental unit. When delivered
or assessed as part of a qualification, the unit will be
customised to ensure its relevance to real or simulated
work activities and related workplaces.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

AgriFood Skills Australia

Employability Skills Information

Employability skills   This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Plan, organise and complete daily work.	1. *Work instructions* and priorities are identified and interpreted in consultation with supervisor.
	2. Appropriate work plan or daily routine is determined and mapped out.
	3. Materials, resources and information needed to complete work are determined, collected and organised.
	4. Work tasks are completed within designated timelines and in line with quality standards and instructions.
	5. Problems that arise are dealt with in a practical, timely and appropriate manner and assistance is sought when required.
	6. Feedback is sought on work performance and improvements are made as required.
Communicate effectively.	7. Appropriate lines of communication with supervisors, colleagues and customers are identified.
	8. Effective *communication skills* as well as literacy and *numeracy skills* are used to gather and convey information.
	9. Appropriate non-verbal behaviour is demonstrated.
Work with others.	10. Work roles of self and others in the workplace are identified.
	11. Individual responsibilities and duties to the team are undertaken in a positive manner and in a range of

ELEMENT	PERFORMANCE CRITERIA
	situations to promote cooperation and good relationships.
	12. Customers and colleagues with *diverse backgrounds* are respected.
Use workplace technology.	13. Appropriate *workplace technology* is selected and used according to workplace and manufacturer guidelines and instructions.
	14. Workplace technology is inspected to ensure it is working properlyand *precautions* are taken to reduce risks to technology and self.
	15. *Appropriate action* is taken when problems with workplace technology occur.
	16. Workplace technology is cared for according to workplace and manufacturer guidelines and instructions.
Solve work problems.	17. Problems are identified and practical or creative solutions are developed within scope of individual responsibility to rectify them.
	18. Assistance is sought from *key personnel* when appropriate.
	19. Workplace problems are reported as required using appropriate *workplace procedures*.
Adapt to change.	20. New work requirements or situations are identified, clarified and accommodated.
	21. Range of possible practical or creative options to deal with workplace challenges are considered.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills:

- adapt and modify activities depending on differing workplace contexts and environments
- apply relevant industrial or legislative requirements
- carry out calculations that may be required when completing work tasks, particularly using the four basic mathematical operations

REQUIRED SKILLS AND KNOWLEDGE

- identify and use equipment, tools and other technology required to complete workplace tasks
- interpret and follow a designated work plan or set of instructions for a job
- keep required records of workplace activities
- plan a daily routine to complete required workplace tasks
- follow relevant OHS and environmental protection procedures and requirements
- recognise and respond to cultural differences in the workplace in an appropriate manner
- recognise limitations, ask for help and seek clarification or information about work requirements and procedures
- demonstrate appropriate initiative to deal with problems and complete tasks
- apply time-management skills
- use literacy skills in the workplace
- use basic interpersonal and communication skills, such as listening, questioning and receiving feedback
- use appropriate techniques to solve or report problems identified when completing work tasks
- work cooperatively and collaboratively with others to complete tasks.

Required knowledge:

- basic mathematical operations and techniques
- basic principles of teamwork in the workplace
- procedures for identifying and using relevant workplace technology
- systems and equipment used in the workplace and instructions, processes and precautions for their use
- typical problems in the workplace and appropriate action and solutions
- workplace procedures, policies and instructions
- workplace structures and roles and responsibilities of individuals, and team and group members.

Required 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, the Range Statement and the Assessment Guidelines for the Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills demonstrated over a period of time, in a range of contexts and to a consistent standard. Evidence must demonstrate the individual's ability and understanding to: • interpret and plan own work activities • apply relevant ethical practices and codes of practice in the course of work activities • carry out basic calculations required to complete work activities • communicate effectively in the course of work activities • complete work activities in collaboration with others according to instructions, procedures and applicable regulations • report and rectify problems according to workplace procedures • complete work activities with required attention to detail and without damage to goods, equipment or personnel • use a range of workplace technologies.
Context of and specific resources for assessment	Assessment can be carried out using a range of different work tasks. This unit of competency should be part of a holistic assessment involving other units which make up the job function. A variety of assessment methods is recommended and may include: • written or oral questions • observation of work activities, which can be in a workplace or simulated workplace • evaluation of products or output created through work • logbook of work activities undertaken over a period of time • third-party report, for example from a supervisor. Where a simulated environment is used for assessment it must be reflective of a workplace environment. There must be a range of workplace technology available.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. 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.

Work instructions may include:

- customer orders
- designs
- drawings
- job sheets
- patterns
- plans
- verbal directions.

Communication skills in the workplace may include:

- basic recording of discussions
- group interaction
- listening and understanding
- participation in routine meetings
- questioning to obtain information or clarify information and understanding
- reading
- routine oral reporting
- routine written reporting
- speaking clearly and directly
- writing to audience needs.

Effective *numeracy skills* are those that relate to the job or specific task and may involve the operations of multiplication, division, addition, subtraction, percentages and fractions. They may relate to:

- area
- estimates of the quantities of materials and resources required to complete a work task
- length and distance
- money, such as calculations for costing, invoices and change
- perimeter
- speed
- time
- volume
- weight.

Diverse backgrounds may include different:

- ages
- cultures
- genders
- personal values or beliefs

RANGE STATEMENT

	• political persuasion
	• race
	• religion.
Workplace technology may vary widely from industry to industry and may include:	• business equipment, such as fax machines, telephones, photocopiers, cutting machines, cameras and voice recorders
	• computer technology, such as laptops, personal computers, digital cameras, zip drives, modems, scanners and printers
	• other technology, such as machinery, hand tools, knives, ovens, stoves, lifts and security systems.
Precautions to take when using workplace technologymay include:	• checking that repairs have been carried out
	• keeping a logbook of detected faults
	• regular backups of data
	• routine checking of equipment
	• using appropriate clothing.
Appropriate action may include:	• contacting service provider
	• contacting supervisor or manager
	• contacting manufacturer
	• reporting and documenting problem.
Key personnel may include:	• colleagues
	• managers
	• supervisors
	• team members.
Workplace procedures may include:	• common organisational practices
	• OHS policies, procedures and programs
	• organisational policies and guidelines
	• performance plans
	• relevant legislative requirements
	• licence requirements and related regulations.

Unit Sector(s)

Unit Sector   No sector assigned

AgriFood Skills Australia

Co-requisite units

Co-requisite units

Functional area

Functional Area

AGFCMN103A Demonstrate care and apply safe practices at work

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge needed to understand, apply and satisfy safe work practices in an industry. It includes identifying and following work procedures for hazards and risks, monitoring and maintaining cleanliness and tidiness at work, and reporting hazards and risks in appropriate ways. It may apply to OHS requirements and internal workplace policies and procedures.
	This unit is designed for use in a Pathway qualification or skills set. It should not be used in a qualification that has a direct job outcome.

Application of the Unit

Application of the unit	The unit has applications across industries. When delivered or assessed as part of a qualification, the unit will be customised to ensure its relevance to real or simulated work activities. The workplace environment may include a school classroom or workshop equipped with the appropriate workplace equipment, registered training organisation premises, or an enterprise environment where there is a high level of supervision.

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
Follow workplace OHS procedures.	1. Relevant OHS, *hazard control procedures* and *safe work practices* are identified, interpreted and applied to work.
	2. Workplace procedures for identifying and reporting hazards are identified and adhered to in a prompt and efficient manner.
	3. Relevant work activities are undertaken in a safe manner according to OHS guidelines, and enterprise policies and procedures.
	4. Work area is assessed regularly and procedures to report, remove or minimise *potential hazards* are followed.
	5. *Personal protective clothing and equipment* are used according to established safety and workplace procedures.

ELEMENT	PERFORMANCE CRITERIA
Maintain personal wellbeing in the workplace.	6. ***Risks to personal wellbeing*** which may affect safe performance in the workplace are identified and strategies to prevent them are put into place.
	7. Procedures for maintaining a tidy and clean personal work area are identified and followed.
Be aware of and report on safety of self and others.	8. Situations that may endanger self or other workers are identified and corrected or reported.
	9. Incidents and injuries to self or others on the job are dealt with in a timely manner and reported to ***appropriate persons***.
	10. ***Participative arrangements*** to foster safe working practices are contributed to, as appropriate.
Deal with emergency situations.	11. ***Emergency situations*** are recognised and required action is taken within scope of individual responsibility.
	12. Emergency procedures are followed according to organisational procedures.
	13. Assistance from colleagues and other authorities 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

Required skills:

- recognise limitations and ask for help
- report workplace hazards and OHS incidents and related action
- solve or report problems identified when dealing with safety hazards and applying appropriate hazard control procedures
- use basic interpersonal and communication skills, such as listening, questioning and receiving feedback
- use literacy skills in the workplace
- use required personal protective equipment, clothing and other equipment when following OHS procedures.

Required knowledge:

- appropriate hygiene and safety standards
- personal protective clothing and equipment relevant to job and job context

REQUIRED SKILLS AND KNOWLEDGE

- procedures related to OHS to be followed in work area
- workplace equipment, materials and housekeeping equipment, and processes and precautions for their use
- workplace hazards and ways to minimise or remove them.

Required 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, the Range Statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills demonstrated over a period of time, in a range of contexts and to a consistent standard. Evidence must demonstrate the individual's ability and understanding to:
	- communicate effectively with others as required when following safety procedures
	- follow workplace procedures for hazard identification and risk control
	- recognise and adapt appropriately to cultural differences in the workplace
	- report and rectify workplace problems according to workplace procedures
	- complete work activities with required attention to detail and without damage to goods, equipment or personnel
	- use relevant personal protective clothing and equipment.
Context of and specific resources required for assessment	Assessment can be carried out by a using a range of simulated or actual workplace activities that demonstrate the skills and knowledge to adapt to workplace requirements. This unit of competency should be part of a holistic assessment involving other units which make up the job function. A variety of assessment methods is recommended and may include:
	- written or oral questions

EVIDENCE GUIDE

- observation of work activities, which can be in a workplace or simulated workplace
- evaluation of products or output created through work
- logbook of work activities undertaken over a period of time
- third-party report, for example from a supervisor.

Where a simulated environment is used for assessment it must be reflective of a workplace environment.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. 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.

Hazard control procedures may include:	- emergency, fire and accident procedures - hazard identification and removal or, if not possible, hazard control - OHS regulations - safe use of chemicals and toxic substances - relevant manufacturer guidelines relating to the operation and use of equipment - safe use of mechanical, pneumatic, hydraulic and electrical equipment - use of personal protective clothing and equipment.
Safe work practices may include:	- correct posture - maintaining good hygiene and health - correct manual-handling procedures - safe lifting and bending - using appropriate personal protective equipment.
Potential hazards may include:	- being careless when using cutting equipment or dealing with heat or hot surfaces - chemicals and other harmful substances,

RANGE STATEMENT

	including fumes and dust
	• confined spaces
	• damaged equipment
	• damaged packing material and containers
	• dangerous floor surfaces
	• dangerous storage areas
	• electrical equipment
	• electricity and water
	• extremes in weather conditions
	• gases and liquids under pressure
	• hot substances and equipment, such as stoves, ovens, etc.
	• inappropriate lifting or bending practices
	• inflammable materials and fire hazards
	• materials handling
	• movement of equipment, goods and vehicles
	• moving machinery
	• noise
	• sharp instruments, knives or equipment
	• toxic substances
	• unsuitable lighting levels
	• untidy work conditions, including poor hygiene practices and unnecessary obstacles and equipment in work areas
	• waste management and disposal
	• water hazards
	• working at heights.
Personal protective clothing and equipment may include:	• aprons
	• gloves
	• hair covering
	• high-visibility clothing
	• masks
	• safety glasses
	• safety headwear and footwear
	• two-way radios
	• uniform.
Risks to personal wellbeing are actions by an individual which affect their ability to work safely and may include:	• lack of exercise
	• lack of sleep
	• not using appropriate methods when lifting or moving heavy objects
	• not wearing proper personal protective

RANGE STATEMENT

	equipment
	• poor diet
	• smoking
	• alcohol and drug use
	• stress.
Appropriate persons may include:	• management
	• OHS personnel
	• other persons authorised or nominated by the organisation
	• supervisors
	• team leaders
	• workplace personnel.
Participative arrangements may include:	• information sessions
	• regular communications with team leaders
	• suggestion schemes
	• workplace meetings.
Emergency situations may include:	• accidents, including those that do not result in injury
	• fire
	• flooding
	• health conditions, such as fainting, asthma attacks and allergic reactions
	• injuries, such as cuts, scalds and burns
	• overheating equipment
	• power failures or shorts
	• robbery
	• spills and leakages of harmful gas and liquids
	• structural failures and breakages.

Unit Sector(s)

Unit Sector   No sector assigned

Co-requisite units

Co-requisite units

Co-requisite units

Functional area

Functional Area

AgriFood Skills Australia

AGFCMN201A Contribute to animal care through work activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge needed to identify what animal care' means in a workplace and how one's own individual responsibilities contribute to animal care as a whole within a specific workplace or industry. It may or may not include hands-on animal care but more importantly includes being part of a whole system that supports and contributes to animal care.
	The unit also includes contributing to animal care through the use of an appropriate mix of technical skills, handling unexpected contingencies in relation to animal care, and reflecting on animal care procedures in order to make improvements to one's own work.
	This unit is designed for use in a Pathway qualification or skills set. It should not be used in a qualification that has a direct job outcome.

Application of the Unit

Application of the unit	The application of this unit does not cover or allow for administering medications, applying chemicals or using anaesthetics (even under supervision). Some possible work contexts where this unit could apply may include an aquaculture enterprise, a farm, a pet shop or an animal refuge. The unit should be regarded as a fundamental unit for Certificate I pathways into the agri-food industry. It should be applied to a specific animal care project or task which has a defined beginning, middle and end, occurs over an extended period of time, and is reflective of the particular agri-food industry and organisation.

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
Identify and plan appropriate animal care approach.	1. Workplace approach to working with *animals* is identified, understood and considered in relation to work activity.
	2. Individual responsibility to the contribution of animal care is identified in relation to work activity.
	3. Products, services, operations, customers and safe work practices relevant to work activity are researched and identified.
	4. Appropriate capture and restraint requirements and equipment are identified where required.

ELEMENT	PERFORMANCE CRITERIA
	5. Animal care strategy based on workplace requirements and individual responsibility is mapped out and applied to work activity.
Contribute to animal care using an appropriate mix of technical skills.	6. *Food preparation equipment* is organised according to task needs.
	7. Common animal behaviours for the species are recognised and appropriate action is taken.
	8. Animals are cared for and *fed and watered* according to animal welfare standards and *health and safety procedures and standards*.
	9. *Tools and equipment* are identified and used appropriately.
	10. Stock levels are accurately counted where appropriate.
	11. Animals are *groomed* according to enterprise and animal welfare policy, if required.
Work with others and handle unexpected contingencies.	12. Requests that effect work activity and animal care are met courteously, clearly, professionally and efficiently.
	13. *Assistance* with issues relating to animal care is sought from other staff when required and in a timely manner.
	14. *Key personnel* are kept informed of progress of animal care activity and provided with clear explanations regarding issues in regards to animal care.
	15. *Physical and behavioural hazards* from the environment and animalsare identified and reported.
Reflect on animal care procedures.	16. Personal performance in relation to working with animals is considered and analysed.
	17. Possible improvements to personal contribution to working with animals are identified and applied to work activity.
	18. Possible improvements to animal care procedures are considered and discussed with key personnel.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- adapt and modify activities depending on differing workplace contexts and environment
- apply animal-observation skills
- apply relevant industrial or legislative requirements
- identify and use equipment, tools and other technology required to complete workplace tasks
- follow relevant OHS and environmental protection procedures and requirements
- identify species using common names
- interpret and follow a designated work plan or set of instructions for a job
- keep required records of workplace activities
- plan a daily routine to complete required workplace tasks
- recognise and adapt appropriately to cultural differences in the workplace, including modes of behaviour and interaction with staff and others
- recognise limitations, ask for help and seek clarification or information about work requirements and procedures
- demonstrate appropriate initiative to deal with problems or refer them where appropriate to relevant person, and complete tasks
- apply time-management skills
- use appropriate techniques to solve or report problems identified when completing work tasks
- use basic interpersonal and communication skills, such as listening, questioning and receiving feedback
- use literacy skills in the workplace
- use routine capture and restraint procedures
- work cooperatively and collaboratively with others to complete tasks
- work with animals in an ethical manner.

Required knowledge:

- basic principles of animal ethics and welfare
- codes of practice relating to work requirements
- diseases and pests, disease prevention and routine health care
- feeding and watering procedures
- hazards in the workplace
- health and safety requirements relating to care of animals
- quarantine requirements
- terminology relevant to animal care
- types of chemicals and their use in animal care.

Required 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, the Range Statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills demonstrated over a period of time, in a range of contexts and to a consistent standard. Evidence must demonstrate the individual's ability and understanding to:
	• apply relevant ethical practices and codes of practice in the course of work activities
	• communicate effectively in the course of work activities
	• communicate effectively with others as required when following safety procedures
	• complete work activities in collaboration with others according to instructions, procedures and applicable regulations
	• follow workplace procedures for hazard identification and risk control
	• plan own work activities to meet workplace outcomes
	• recognise and adapt appropriately to cultural differences in the workplace
	• report and rectify workplace problems according to workplace procedures
	• complete work activities with required attention to detail and without damage to goods, equipment or personnel
	• use relevant personal protective clothing and equipment.
Context of and specific resources for assessment	Assessment can be carried out by a using a range of simulated or actual workplace activities that demonstrate the skills and knowledge to adapt to workplace requirements. This unit of competency should be part of a holistic assessment involving other units which make up the job function. A variety of assessment methods is recommended and may include:
	• written or oral questions
	• observation of work activities, which can be in a

EVIDENCE GUIDE

	workplace or simulated workplace
	• evaluation of products or output created through work
	• logbook of work activities undertaken over a period of time
	• third-party report, for example from a supervisor.
	Where a simulated environment is used for assessment it must be reflective of a workplace environment.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. 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.

Animals may include:	• birds
	• domestic animals
	• farm and rural animals
	• fish and sea animals
	• mammals and land animals
	• sporting animals, such as greyhounds and horses
	• wild animals
	• zoo animals.
Animal *capture and restraint* procedures must be carried out in a humane way. Capture techniques may depend on animal characteristics such as:	• aggressive nature
	• stress response
	• defence mechanisms
	• physiological makeup.
Capture can involve the following equipment:	• anaesthetic agents
	• bags
	• catch poles
	• nets
	• ropes
	• visual barriers.

RANGE STATEMENT

Restraint requirements and equipment can include:	• electric fencing systems • security systems • wire mesh systems • wire strand systems.
Food preparation equipment could require:	• cleaning • collecting and putting away • disinfecting • gathering • sterilising.
Feeding and watering animals in the context of animal welfare standards may involve considering:	• instructions and dietary charts for food preparation • monitoring water supply for appropriate quantity, quality and safety • animal welfare policies • portions and distribution.
Health and safety procedures and standards may relate to:	• protocols, including hazard identification • handling of biological wastes • handling of chemicals • use of personal protective equipment.
Tools and equipment may include:	• blankets • bridles • brushes • chains • collars • combs • headstalls • leads • ropes • rugs • soaps.
Animal ***grooming*** can involve:	• bathing, including massaging, and selecting and using an appropriate shampoo and conditioner • brushing • cleaning anal glands • clipping, including coat clipping • coat-reduction techniques • combing • cutting • de-matting

RANGE STATEMENT

	• drying
	• cleaning ear and eye area
	• nail trimming
	• plucking
	• pre-bathing procedures, including wetting the animal using appropriate water temperature
	• rinsing animal
	• scrubbing
	• shaving and pattern trimming
	• styling
	• teeth cleaning
	• thinning.
Assistance may be needed and requested when:	• carrying out familiar tasks relating to rearing young animals
	• carrying out a new task
	• dealing with an emergency
	• handling more than one animal at a time
	• handling stressed animals
	• rearing young animals.
Key personnel may include:	• animal health specialists
	• animal trainers
	• management
	• OHS personnel
	• other persons authorised or nominated by the organisation
	• security staff
	• supervisors
	• team leaders
	• other workplace personnel.
Physical and behavioural hazards may include:	• chemicals and other harmful substances
	• dangerous floor surfaces
	• exposure to dust
	• exposure to noise
	• extremes in weather conditions
	• inappropriate lifting practices
	• incorrect manual-handling practices
	• micro-organisms in the air or soil
	• sharp instruments, knives and equipment
	• signs indicating mating
	• signs of animal aggression, such as showing

RANGE STATEMENT

teeth
- signs of animal combat
- signs of animal illness, such as dehydration
- unsuitable lighting levels
- untidy work conditions
- inappropriate waste management and disposal.

Unit Sector(s)

Unit Sector   No sector assigned

Co-requisite units

Co-requisite units

Functional area

Functional Area

AGFCMN202A Contribute to work activities to produce food

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge needed to contribute to work activities that help to produce food. Food in this context refers to product from animal, seafood and plant sources. Producing food may involve hands-on activities, such as seeding, weeding, hoeing and feeding stock (fish or animals), as well as post-harvest activities. It includes being part of a whole system that supports and contributes to producing food.
	This unit is designed for use in a Pathway qualification or skills set. It should not be used in a qualification that has a direct job outcome.

Application of the Unit

Application of the unit	The unit should be regarded as a fundamental unit that has application in the agri-food industries. It should be applied to a specific food production project or task which has a defined beginning, middle and end, occurs over an extended period of time, and is reflective of the particular agri-food industry and workplace. When delivered or assessed as part of a qualification, the unit should be customised to ensure its relevance to a real or simulated work activity and related workplaces and must be delivered and assessed over a period of time.

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
Identify and plan appropriate activities.	1. Workplace approach to ***producing food*** is identified in relation to work activity.
	2. Individual responsibility to contribution of producing food is identified in relation to work activity.
	3. Products, services, operations, customers and safe work practices relevant to work activity are identified.
	4. Appropriate strategy based on workplace requirements and individual responsibility is mapped out, practised and applied.
Use an appropriate mix of technical skills.	5. ***Machinery***, ***equipment and tools*** required to contribute to producing food are preparedand used appropriately.
	6. ***Handling practices*** are conducted in a way that minimises damage to produce.
	7. Temperature of produce is maintained at ***appropriate***

ELEMENT	PERFORMANCE CRITERIA
	levels.
	8. Machine and equipment are *cleaned*, maintained and sorted according to manufacturer or workplace specifications.
	9. Work producing food or plants is undertaken in accordance with *OHS standards*.
Contribute to postharvest treatment of produce where required.	10. *Post-harvest treatments* are applied where relevant.
	11. Produce is *graded* and *labelled* where relevant according to workplace specifications.
	12. *Waste material* produced during post-harvest handling process is dealt with according to supervisor instructions.
Handle unexpected contingencies.	13. Requests that effect workplace activities for producing food are met courteously, clearly, professionally and efficiently.
	14. Assistance with issues relating to producing food is sought from other staff when required and in a timely manner.
	15. *Key personnel* are kept informed of progress and provided with clear explanations regarding any issues.
	16. *Hazards* are identified and reported.
Reflect on procedures used to produce food or plants.	17. Personal performance in relation to activities that contribute to producing food is considered and discussed with supervisor.
	18. Possible improvements to performance in relation to activities that contribute to producing food are identified and applied.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills:

- adapt and modify activities depending on differing workplace contexts and environments
- apply relevant industrial or legislative requirements

REQUIRED SKILLS AND KNOWLEDGE

- deliver produce to a storage facility
- determine market requirements for packing produce
- determine market specifications prior to packaging
- follow relevant food safety, OHS and environmental protection procedures and requirements
- grade, label and treat produce according to market specifications
- identify and use equipment, tools and other technology required to complete workplace tasks
- interpret and follow a designated work plan or set of instructions for a job
- keep required records of workplace activities
- maintain storage and grading facility hygiene levels
- monitor storage facility
- pack produce
- plan a daily routine to complete required workplace tasks
- recognise and adapt appropriately to cultural differences in the workplace, including modes of behaviour and interaction with staff and others
- recognise limitations, ask for help and seek clarification or information about work requirements and procedures
- demonstrate appropriate initiative to deal with problems or refer them where appropriate to relevant person, and complete tasks
- use appropriate techniques to solve or report problems identified when completing work tasks
- use basic interpersonal and communication skills, such as listening, questioning and receiving feedback
- use literacy skills in the workplace
- use required machinery and equipment appropriately
- work cooperatively and collaboratively with others to complete tasks.

Required knowledge:

- characteristics, procedures and uses of coolrooms
- cool chain principles and practices
- enterprise quality procedures
- food safety regulations
- humidity levels and their effect on quality of produce
- hygiene issues in handling and storing horticultural, agricultural and seafood products intended for human consumption
- industry standards for grading and labelling
- post-harvest treatments for various horticultural, agricultural and seafood products
- temperature settings within storage facilities
- relevant storage methods
- correct storage temperatures for a range of produce.

REQUIRED SKILLS AND KNOWLEDGE

Required 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, the Range Statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm appropriate knowledge and skills demonstrated over a period of time, in a range of contexts and to a consistent standard. Evidence must demonstrate the individual's ability and understanding to:
	• apply relevant ethical practices and codes of practice in the course of work activities
	• communicate effectively in the course of work activities
	• communicate effectively with others as required when following safety procedures
	• complete work activities in collaboration with others according to instructions, procedures and applicable regulations
	• f ollow workplace procedures for hazard identification and risk control
	• plan own work activities to meet workplace outcomes
	• recognise and adapt appropriately to cultural differences in the workplace
	• report and rectify workplace problems according to workplace procedures
	• complete work with required attention to detail without damage to goods, equipment or personnel
	• use relevant personal protective clothing and equipment.
Context of and specific resources for assessment	Assessment can be carried out by a using a range of simulated or actual workplace activities that demonstrate the skills and knowledge to adapt to workplace requirements. This unit of competency should be part of

EVIDENCE GUIDE

a holistic assessment involving other units which make up the job function. A variety of assessment methods is recommended and may include:

- written or oral questions
- observation of work activities, which can be in a workplace or simulated workplace
- evaluation of products or output created through work
- logbook of work activities undertaken over a period of time
- third-party report, for example from a supervisor.

Where a simulated environment is used for assessment it must be reflective of a workplace environment.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. 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.

Producing food generally refers to that which is for human consumption. It may include:	• food or plants from livestock produce, such as beef, lamb, chicken, turkey, eggs and dairy products • growing agricultural crops, such as wheat and grains, legumes, oilseeds and sugar • seafood, such as fish, squid, octopus, shellfish and kelp.
Machinery, ***equipment and tools*** may involve:	• anchors • engines • field bins • floating structures, such as cages, pens, rafts, moorings and tanks • hand tools, such as brooms, forks, hoes, rakes and spades • hooks • hoses and hose fittings

RANGE STATEMENT

	• knives • load shifting equipment, such as augers, wheelbarrows and winches • machinery, such as tractors and harvesters • nets • ropes • spray equipment • vehicles, such as trucks and utilities • vessels, such as boats and trawlers.
Handling practices may involve:	• stacking and storing containers to reduce risk of damage to produce or containers • lifting rather dragging containers to avoid contact with dirt • observing fill level of containers • physically handling produce with care to reduce risk of damage.
Appropriate temperature levels may include:	• levels set by enterprise work processes • levels set by industry standards.
Cleaning may include:	• dusting • ensuring a level of hygiene to standard • fumigating • sterilising • sweeping • washing.
OHS standards may relate to:	• protocols, including hazard identification • handling biological wastes • handling chemicals • using personal protective equipment.
Post-harvest treatments can include:	• applying fungicides and insecticides • applying preservatives • brushing • drying • observing quarantine requirements • removing dirt and foreign material • ripening or de-greening • storing in a controlled environment • trimming • washing and hydrating • waxing and polishing.

RANGE STATEMENT

Grading may include:	• categorisation according to variety, shape, size, weight, length, colour, maturity, moisture content, ripeness, texture, skin condition, blemishes and health
	• removing out-of-type plant or animal matter
	• removing physically damaged, unhealthy, rotten or immature produce.
Labelling may include produce details, such as:	• container number
	• grade
	• handling instructions
	• packing date
	• producer details
	• quality assurance information
	• variety
	• weight, number and origin.
Waste materials may include:	• litter and broken components
	• metal
	• paper-based materials
	• plant or animal debris
	• spent growing media.
Key personnel may include:	• specialists in food or plants
	• management
	• OHS personnel
	• persons authorised or nominated by the organisation
	• security staff
	• supervisors
	• team leaders
	• other workplace personnel.
Hazards may include:	• chemicals and other harmful substances
	• dangerous floor surfaces
	• environmental hazards that could prohibit or negatively effect food production
	• exposure such as to dust, noise and pests
	• extremes in weather conditions
	• incorrect manual handling practices
	• micro-organisms in the sand or soil
	• sharp instruments, knives and equipment
	• unsuitable lighting levels
	• untidy work conditions

RANGE STATEMENT

- waste management and disposal.

Unit Sector(s)

Unit Sector   No sector assigned

Co-requisite units

Co-requisite units

Functional area

Functional Area

AgriFood Skills Australia

RTE1001A Support agricultural crop work

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of supporting agricultural cropping work under supervision.   It requires the ability to prepare materials; tools and equipment for cropping work, undertake cropping activities, handle materials and equipment, and clean up on completion of work.   Supporting agricultural cropping work requires knowledge of safe work practices, cropping practices and related tools and equipment.

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 Prepare materials, tools and equipment for **agricultural crop** work	1.1 The required materials**, tools and equipment** are identified according to lists provided and/or supervisor's **instructions.**

1.2 Checks are conducted on all materials, tools and equipment with insufficient or faulty items reported to the supervisor.

1.3 Techniques used when loading and unloading materials demonstrate correct manual handling and minimise damage to the load and the vehicle.

1.4 Suitable **personal protective equipment (PPE)** is selected and checked prior to use.

1.5 Cropping support is provided according to **OHS requirements** and according to **workplace information.**

1.6 **OHS hazards** are identified and reported to the supervisor.

2	Undertake **agricultural crop work** as directed	2.1	Instructions and directions provided by supervisor are followed and clarification sought when necessary.
		2.2	Cropping work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines.
		2.3	Interactions with other staff and customers are carried out in a positive and professional manner.
		2.4	Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials is observed.
		2.5	Problems or difficulties in completing work to required standards or timelines are reported to supervisor.
3	Handle materials and equipment	3.1	**Waste material** produced during cropping work is stored in a designated area according to supervisor's instructions.
		3.2	Materials, equipment and machinery are handled and transported according to supervisor's instructions and enterprise guidelines.
		3.3	A clean and safe work site is maintained while completing cropping activities.
4	Clean up on completion of	4.1	Materials are returned to store or disposed of

cropping work		according to supervisor's instructions.
	4.2	Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and supervisors instructions.
	4.3	Work outcomes are reported to the supervisor.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting cropping work requires evidence that cropping activities have been carried out according to instructions and within the required timelines.   The skills and knowledge that are required to support cropping work must be **transferable** to different work environments.   For example, this could include different tasks, enterprises, and types of crops.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below: safe work practices farm tools and equipment repair and maintenance of structures.
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: prepare materials, tools and equipment for cropping work

undertake work as directed

handle materials and equipment

clean up on completion of work.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs.   They are fundamental processes and generally transferable to other work functions.   Some of these are covered by the **key competencies**, although others may be added.   The questions below highlight how these processes are applied in this competency standard.   Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information about the job, tasks and problems should be discussed with other members in the work team and the supervisor.
2. How can **information be collected**, **analysed and organised** (**1**)?	Workplace and supervisors instructions should be located, interpreted and applied with further clarification sought as necessary.
3. How are **activities planned and organised** (**1**)?	Discussions with the supervisor and other team members may be required in order to complete tasks efficiently, in a logical sequence and in a timely manner.
4. How can **team work** (**1**) be applied?	Good communication and co-operation with other staff in completing tasks.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Skills in counting, tallying and estimation are required when handling materials, tools and equipment.
6. How can **problem**-solving skills (**1**) be applied?	Problems will require corrective action or consultation with supervisor.
7. How can the **use of technology** (**1**) be applied?	Technology may be applied in the use of farm tools and equipment.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package.   All users of these competency standards must have **access** to the **Assessment Guidelines**.   Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed.   The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What tasks may be included under **agricultural crop work**?	Assistance with all activities associated with cropping such as land preparation, seeding, fertilising, harvesting, baling, raking, loading and unloading or other relevant duties.
	Removing weeds (rouging) or rocks from crops or fields, and routine maintenance of sheds and other workplaces.
What **instructions** may be relevant to this standard?	Instructions may include Standard Operating Procedures (SOPs), enterprise policy and procedures, specifications, work notes, Material Safety Data Sheets (MSDSs), manufacturers instructions, or verbal directions from manager or supervisor.
What **tools and equipment** may be required for cropping work?	Tools and equipment may include knives, hand tools, rope, sack trucks, fencing tools, augers, and brooms.
What **workplace information** might be required for this standard?	Workplace information may include procedures for disposing of waste materials, work instructions or verbal instructions from the supervisor.
What **OHS hazards** may be associated with cropping work?	Hazards may include, solar radiation, dust, noise, air- and soil-borne micro organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, holes, and slippery and uneven surfaces.

What are the **personal protective clothing and equipment** requirements associated with cropping support?	Personal protective clothing and equipment may include steel capped boots/shoes, overalls, gloves, sun hat, sunscreen lotion, safety goggles, face mask and ear protectors.
What **waste materials** may apply to this standard?	Plant debris, litter and broken components, plastic, metal, or paper-based materials. These may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

AgriFood Skills Australia

RTE1601A Support irrigation work

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of supporting the installation, operation and maintenance of watering and drainage systems under direct supervision.   It requires the ability to prepare materials, tools and equipment for irrigation work, undertake irrigation activities, handle materials and equipment, and clean up on completion of work.   Supporting irrigation work requires knowledge of safe work practices, irrigation work techniques, irrigation tools and equipment, and repair and maintenance of irrigation components and systems.

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 Prepare materials, tools and	1.1 The required materials**, tools and equipment** are

	equipment for **irrigation work**	identified according to lists provided and/or supervisor's **instructions.**
	1.2	Checks are conducted on all materials, tools and equipment with insufficient or faulty items reported to the supervisor.
	1.3	Techniques used when loading and unloading materials demonstrate correct manual handling and minimise damage to the load and the vehicle.
	1.4	Suitable **personal protective equipment (PPE)** is selected and checked prior to use.
	1.5	Irrigation support is provided according to **OHS requirements** and according to **workplace information.**
	1.6	**OHS hazards** are identified and reported to the supervisor.
2 Undertake **irrigation work** as directed	2.1	Instructions and directions provided by supervisor are followed, and clarification sought when necessary.
	2.2	Irrigation work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines.
	2.3	Interactions with other staff and customers is carried out in a positive and professional manner.
	2.4	Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials is observed.
	2.5	Problems or difficulties in completing work to required standards or timelines are reported to supervisor.
3 Handle materials and equipment	3.1	**Waste material** and debris produced during irrigation work is stored in a designated area according to supervisor's instructions.
	3.2	Materials, equipment and machinery are handled and transported according to supervisor's instructions and enterprise guidelines.
	3.3	A clean and safe work site is maintained while

AgriFood Skills Australia

undertaking irrigation activities.

4	Clean up on completion of irrigation activities	4.1	Materials are returned to store or disposed of according to supervisor's instructions.
		4.2	Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and supervisor's instructions.
		4.3	Site is **made good** according to supervisor's instructions and good environmental practices.
		4.4	Work outcomes are reported to the supervisor.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting irrigation work requires evidence that irrigation activities have been carried out according to instructions and within the required timelines.   The skills and knowledge that are required to support irrigation work must be **transferable** to different work environments.   For example, this could include different irrigation systems and components, work locations and enterprise policies and procedures.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:
	safe work practices
	preparing for irrigation work and cleaning up on completion
	basic construction techniques

irrigation tools and equipment

maintenance practices for planted areas

basic repair and maintenance of irrigation components and systems.

What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to: prepare materials, tools and equipment for irrigation work undertake irrigation work as directed handle materials and equipment clean up on completion of work.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs.   They are fundamental processes and generally transferable to other work functions.   Some of these are covered by the **key competencies**, although others may be added.   The questions below highlight how these processes are applied in this competency standard.   Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information about the job, tasks and problems should be discussed with other members in the work team and the supervisor.
2. How can **information be collected**, **analysed and organised** (**1**)?	Workplace and supervisors instructions should be located, interpreted and applied with further clarification sought as necessary.
3. How are **activities planned and organised** (**1**)?	Discussions with the supervisor and other team members may be required in order to complete tasks efficiently in a logical sequence and in a timely manner.
4. How can **team work** (**1**) be applied?	Good communication and co-operation with other staff in completing irrigation tasks.

5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Skills in counting, tallying and estimation are required when handling materials, tools and equipment.
6. How can **problem**-**solving skills** (**1**) be applied?	Problems will require corrective action or consultation with supervisor.
7. How can the **use of technology** (**1**) be applied?	Technology may be applied in the use of irrigation tools and equipment.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What tasks may be included under **irrigationwork**?	Assisting with installation of irrigation and/or drainage pipes and components for gravity fed or pressurised systems, including digging trenches, back filling of trenches and completing other basic tasks as instructed.
	Assisting with maintenance of irrigation and/or drainage systems including clearing blockages, and completing other basic tasks as instructed.
	Work with a range of materials including plastic and metal pipes and components

	using hand tools commonly used in irrigation work.
	Associated irrigation activities including assisting in establishing work base, clearing site, erecting barriers and signs, unloading and loading of materials, setting out of works, cleaning up site and disposal of debris and materials.
What **instructions** may be relevant to this standard?	Instructions may include Standard Operating Procedures (SOPs), enterprise policy and procedures, specifications, work notes, Material Safety Data Sheets (MSDSs), manufacturers instructions, or verbal directions from manager or supervisor.
What **tools and equipment** may be required for irrigation work?	Tools and equipment may include levelling equipment, wheelbarrow, string lines, tape measures, marking gauges, spades, shovels, crow bars, rakes, brooms, sanding blocks and hacksaws.
What **workplace information** might be required for this standard?	Workplace information may include procedures for disposing of waste materials, work instructions or verbal instructions from the supervisor.
What **OHS hazards** may be associated with irrigation work?	Hazards may include, solar radiation, dust, noise, air- and soil-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, holes, and slippery and uneven surfaces.
What are the **personal protective clothing and equipment** requirements associated with irrigation support?	Personal protective clothing and equipment may include steel capped boots/shoes, overalls, gloves, sun hat, sunscreen lotion, safety goggles, face mask and ear protectors.
What **waste materials** may apply to this standard?	Plant debris, litter and broken components, mulches, compost, plastic, metal, and paper-based materials. These may be recycled, re-used, returned to the manufacturer, or disposed of according to enterprise work procedures.
What may occur when a site is **made good**?	Paths are swept and cleaned, work area is left in a good state, disturbed areas are repaired, all materials, debris, tools and equipment are removed from site, and other signs of

AgriFood Skills Australia

disturbance or damage are corrected.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

RTE2029A Assist agricultural crop maintenance

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the assistance provided to others in agricultural crops.   This assistance is likely to be under routine supervision with intermittent checking.   Competency at this level requires the application of limited knowledge and skills to a range of agricultural crop maintenance tasks including assistance with vehicle and machinery preparation.   The work undertaken is usually within established routines, methods and procedures.

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 Prepare for **agricultural crop** maintenance operations	1.1 **Instructions** about crop maintenance activities are interpreted and clarified with the supervisor.

AgriFood Skills Australia

		1.2	**Machinery, equipment and tools** are selected and prepared for the task being undertaken.
		1.3	**OHS hazards** are identified, risks assessed and reported to the supervisor.
		1.4	The **environmental implications** of the crop maintenance plan are identified and discussed with the supervisor.
		1.5	Suitable **personal protective equipment** is selected, used and maintained.
2	Prepare for crop **maintenance operations**	2.1	Machinery and vehicles are fuelled and routine checks are made for oil levels, tyre pressures, water levels and greasing points.
		2.2	Instructions are received concerning location of the day's work, special operating instructions or work procedures.
3	Carry out maintenance operations	3.1	Assistance is provided with the crop weed control program.
		3.2	Assistance is provided with the crop pest and disease control program.
		3.3	Assistance is provided with the crop nutrition program.
		3.4	Assistance is provided with paddock maintenance duties.
		3.5	Assistance is provided with irrigation duties where appropriate.
4	Complete maintenance operations	4.1	Tools and equipment are cleaned and sterilised according to the manufacturers specifications, enterprise procedures and regulations.
		4.2	All containers, leftover fluids, waste and debris are **disposed** of safely and appropriately in accordance with enterprise requirements.
		4.3	All required workplace records are completed accurately and promptly in accordance with enterprise requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in establishing crops requires evidence that a person can interpret a site map, clear the site of old plantings, prepare the soil and site for plantings, prepare the plants, plant the crop and maintain the new crop.

The skills and knowledge required to establish crops must be **transferable** to a different work environment.   For example, this could include different crops, maintenance practices, and enterprise procedures.

What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:
	participate in teams and contribute to team objectives
	communicate with team members and supervisor
	read and interpret a range of workplace information
	calibrate equipment
	measure quantities of treatment
	operate machinery to manufacturers specifications and enterprise procedures
	safely apply appropriate agricultural chemicals.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs.   They are fundamental processes and generally transferable to other work functions.   Some of these are covered by the **key competencies**, although others may be added.   The questions below highlight how these processes are applied in this competency standard.   Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process,

2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information relating to preparation, planting and crop care, and problems encountered should be discussed with other members of the work team and the supervisor.
2. How can **information be collected, analysed and organised** (**1**)?	Enterprise work procedures, such as a daily planting plan should be consulted, interpreted and applied to crop maintenance activities with further clarification sought from the supervisor where necessary.
3. How are **activities planned and organised** (**1**)?	Materials, tools, equipment and work activities for crop maintenance routines may need to be arranged around seasonal requirements, and there may be some responsibility for co-ordinating work activities with other members of the work team.
4. How can **team work** (**1**) be applied?	Crop maintenance activities may involve working with other members of a team to complete operations within the daily work routine.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Calibrating seeding equipment and determining quantities and application rates for treatment or fertiliser will require mathematical application.
6. How can **problem**-solving skills (**1**) be applied?	Problems relating to site preparation, crop planting, treatments, machinery and equipment, workplace safety and other team members may arise during the maintenance of crops, which may require problem-solving skills.
7. How can the **use of technology** (**1**) be applied?	Technology may be applied in the preparation, use and maintenance of agricultural equipment and machinery used for land preparation, seeding, spreading of fertiliser or other crop treatments.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What **agricultural crops** does this unit cover?	Agricultural crops covered by this unit include wheat and coarse grains, cotton, grain legumes, oilseeds, sugar, temperate and tropical pastures.
What **instructions** may be relevant to this standard?	Instructions may include Standard Operating Procedures (SOPs), company policy and procedures in regard crop maintenance, specifications, work notes, Material Safety Data Sheets (MSDS), manufacturers instructions, product labels, or verbal directions from the manager, supervisor, or senior operator.
What **machinery**, **equipment andtools** are likely to be used?	Machinery, equipment and tools may include tractors and associated crop maintenance machinery such as fertiliser spreaders, spray rigs and irrigation equipment.
What **OHS** hazards may be associated with crop maintenance?	Hazards may include use of machinery, moving machinery and machinery parts, and plant debris, chemicals and hazardous substances, manual handling, solar radiation, dust and noise.
What are the **environmental implications**	Environmental implications may include the

associated with agricultural crop maintenance?	contamination of off-site ground water or soils from solids, debris, nutrients or chemicals; land disturbance, spread of noxious weeds and water run-off.
What **personal protective equipment** may be required to undertake turf renovation?	Personal protective equipment may include hat, boots, overalls, gloves, goggles, respirator or face mask, hearing protection, and sunscreen lotion.
What activities are associated with assisting in agricultural crop **maintenance**?	Agricultural crop maintenance includes preparation of machinery, tools and equipment, and assistance with crop maintenance tasks such as fertiliser application, spraying, irrigation and routine crop or paddock maintenance.
How may the waste materials be **disposed** of?	Waste disposal may include disposing of drums, containers, and bags by approved methods at approved collection locations.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

     AgriFood Skills Australia

RTE2030A Assist agricultural crop harvesting

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the assistance provided to others in harvesting agricultural crops. This assistance is likely to be under routine supervision with intermittent checking. Competency at this level requires the application of limited knowledge and skills to a range of agricultural crop harvesting tasks including assistance with vehicle and machinery preparation. The work undertaken is usually within established routines, methods and procedures.

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 Prepare for **agricultural crop** harvesting operations	1.1 **Instructions** about crop harvesting activities are interpreted and clarified with the supervisor.

　　　　　　　　　　　AgriFood Skills Australia

	1.2	**Machinery, equipment and tools** are selected and prepared for the task being undertaken.
	1.3	**OHS hazards** are identified, risks assessed and reported to the supervisor.
	1.4	Suitable **personal protective equipment** is selected, used and maintained.
2 Prepare harvesting machinery and vehicles for **crop harvesting** operations	2.1	Harvesting machinery and vehicles are fuelled and routine checks are made for oil levels, tyre pressures, and water levels and greasing points.
	2.2	Instructions are received concerning location of the day's harvesting program, special operating instructions or work procedures.
3 Complete harvesting operations	3.1	Harvesting machinery and vehicles are cleaned according to enterprise procedures and the manufacturers specifications.
	3.2	All containers, leftover fluids, waste and harvest debris are disposed of safely and appropriately.
	3.3	All required workplace records are completed accurately and promptly in accordance with enterprise requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in establishing crops requires evidence that a person can interpret a site map, clear the site of old plantings, prepare the soil and site for plantings, prepare the plants, plant the crop and maintain the new crop.

The skills and knowledge required to establish crops must be **transferable** to a different work environment.   For example, this could include different crops, regions, harvesting methods and enterprise procedures.

What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:
	participate in teams and contribute to team objectives
	communicate with team members and supervisor
	read and interpret a range of workplace information
	calibrate equipment
	measure quantities of treatment
	operate machinery to manufacturers specifications and enterprise procedures
	safely apply appropriate agricultural chemicals.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs.   They are fundamental processes and generally transferable to other work functions.   Some of these are covered by the **key competencies**, although others may be added.   The questions below highlight how these processes are applied in this competency standard.   Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information relating to crop harvesting and crop care, and problems encountered, should be discussed with other members of the work team and the supervisor.
2. How can **information be collected, analysed and organised** (**1**)?	Enterprise work procedures, such as a daily harvesting plan should be consulted, interpreted and applied to crop harvesting activities with further clarification sought from the supervisor where necessary.
3. How are **activities planned and organised** (**1**)?	Materials, tools, equipment and work activities for crop harvesting routines may need to be arranged around seasonal requirements, and there may be some responsibility for co-ordinating work

	activities with other members of the work team.
4. How can **team work** (**1**) be applied?	Crop harvesting activities may involve working with other members of a team to complete operations within the daily work routine.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Calibrating seeding equipment and determining quantities and application rates for treatment or fertiliser will require mathematical application.
6. How can **problem**-**solving skills** (**1**) be applied?	Problems relating to site preparation, crop planting, treatments, machinery and equipment, workplace safety and other team members may arise during the harvesting of crops, which may require problem-solving skills.
7. How can the **use of technology** (**1**) be applied?	Technology may be applied in the preparation, use and harvesting of agricultural equipment and machinery used for land preparation, seeding, spreading of fertiliser or other crop treatments.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package.   All users of these competency standards must have **access** to the **Assessment Guidelines**.   Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge

requirements of this standard may be assessed.   The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What **agricultural crops** does this unit cover?	Agricultural crops covered by this unit include wheat and coarse grains, cotton, grain legumes, oilseeds, sugar, temperate and tropical pastures.
What **instructions** may be relevant to this standard?	Instructions may include Standard Operating Procedures (SOPs), company policy and procedures in regard to crop harvesting, work locations, work notes, Material Safety Data Sheets (MSDS), manufacturers instructions, product labels, or verbal directions from the manager, supervisor, or senior operator.
What **machinery**, **equipment andtools** are likely to be used?	Harvesting machinery, equipment and tools may include harvesters, tractors, trucks, utilities, field bins, augers and associated crop harvesting machinery.
What **OHS** hazards may be associated with crop harvesting?	Hazards may include use of machinery, moving machinery and machinery parts, and plant debris, chemicals and hazardous substances, manual handling, solar radiation, dust, and noise.
What are the **environmental implications** associated with agricultural crop harvesting?	Environmental implications may include.
What **personal protective equipment** may be required to undertake turf renovation?	Personal protective equipment may include hat, boots, overalls, gloves, goggles, respirator or face mask, hearing protection, sunscreen lotion.
What activities are associated with assisting in agricultural **cropharvesting**	Agricultural crop harvesting includes preparation of machinery, tools and equipment, driving trucks and vehicles, using field augers, moving field storage bins, communicating with other staff regarding the progress of work.

For more information on contexts, environment and variables for training and assessment refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

AgriFood Skills Australia

RTE2114A Monitor water supplies

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of monitoring the supply of potable water for livestock from water storages and sources.   It requires the ability to record and report water supply information, activities and system performance, read and follow manufacturers procedures, identify blockages, check flow rates and follow OHS procedures.   Monitoring the supply of water requires knowledge of water delivery systems and components and their operation, enterprise procedures for carrying out inspections, recording and reporting water information and system performance and OHS requirements for working outdoors, with water supplies. This work is undertaken under routine supervision.

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**

AgriFood Skills Australia

1	Monitor water supplies	1.1	Routine inspections of water supplies are carried out in accordance with enterprise policy and procedures
		1.2	High and low water levels are recognised and reported
		1.3	Where water quality problems or pathogens are found, treatment is carried out in accordance with enterprise procedures
		1.4	Information on water supplies is recorded and reported in accordance with enterprise policy and procedures
2	Inspect and clear intake and outlet points	2.1	Intakes and outlets are inspected
		2.2	Potential blockages are reported and actual blockages are cleared in accordance with safe working procedures
		2.3	Water filters are checked and replaced as required.
		2.4	Intake lines are repositioned as necessary to ensure unobstructed suction
		2.5	Strainers are cleared of debris and sludge
3	Operate **water delivery equipment**	3.1	Water delivery equipment is prepared and checked in accordance with enterprise procedures
		3.2	Water delivery equipment operated in accordance with manufacturers procedures and OHS requirements
		3.3	Outflow is checked to ensure water delivery equipment is operating correctly
		3.4	Water delivery equipment is shut down as required in accordance with enterprise procedures
		3.5	Activities and water delivery equipment function are reported in accordance with enterprise procedures

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in monitoring water supplies and pumps requires evidence that a person can inspect and report on water supplies with only routine supervision, inspect equipment for blockages, and clear them using safe working procedures.

The skills and knowledge required to monitor water supplies must be **transferable** to a different work environment.   For example, this could include maintenance, monitoring and operation of different bores, pumps and water supply systems.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:
	Water delivery systems and components and their operation
	Enterprise procedures for carrying out inspections, recording and reporting water information and system performance
	OHS requirements for working outdoors, with water supplies
What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:
	Record and report water supply information, activities and system performance
	Read and follow manufacturers procedures
	Problem solve to identify potential as well as actual blockages

AgriFood Skills Australia

Check outflow rates

Follow OHS procedures relating to outdoor work, water supplies

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life which are required in all jobs.   They are fundamental processes and generally transferable to other work functions.   Some of these are covered by the **key competencies**, although others may be added.   The questions below highlight how these processes are applied in this competency standard.   Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Through verbal and written reports of water levels, activities and pump function.
2. How can **information be collected**, **analysed and organised** (**1**)?	Recording data for water supplies and sources.
3. How are **activities planned and organised** (**1**)?	Checking operation of water supply on a daily basis.
4. How can **team work** (**1**) be applied?	Co-ordinating monitoring activities with others.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Estimating water level depths and recognising when these are low.
6. How can **problem solving skills** (**1**) be applied?	Identifying potential blockages and repositioning intake lines.
7. How can the **use of technology** (**1**) be applied?	Preparing records and reports.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent**

performance and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package.   All users of these competency standards must have **access** to the **Assessment Guidelines**.   Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed.   The scope of variables chosen in training and assessment requirements may depend on the work situations available

What is covered under **routine inspections**?	Routine inspections may include water levels, water quality, colloids, salts and water supplies may also need to be tested for evidence of pathogens.
	Checks are made of medication tanks, drinker lines, filters, fogging systems, pumping systems, dams or town supplies as applicable.
What **water supplies** may need to be monitored?	Water supplies may include rivers, dams, ponds, bores, tanks, town or mains water, and recycled water.
What might be included in **enterprise policy and procedures**?	These may include operating manuals, recording and reporting requirements and OHS procedures for outdoor work such as protection from solar radiation, dust and noise, protection from drowning in rivers or dams and procedures for working at heights to monitor water levels in tanks.
How might water need to be **treated**?	Where pathogens are found to be present, water should be sanitised before being provided to livestock. In line water medicators should be checked if applicable.
	Hand dosing of water supply may also be necessary.
What **information on water supplies** may be recorded?	Information may include water levels, water quality problems such as presence of gross pollutants, oil and plant/algal growths, evidence of pathogens.

What **blockages** might need to be cleared?	Blockages may be caused by vegetation overgrowth, sludge, animal carcasses and debris.
What **safe working procedures** might be relevant to clearing blockages?	These might include the selection and use of relevant personal protective clothing and equipment, safe use of hand tools, relevant manual handling procedures, protection against contamination and safe disposal of materials causing pump blockages.
What **strainers** are relevant to this standard?	Strainers include only those external to the pump.
	Livestock water supply systems may incorporate water filter systems which need to be regularly checked.
What types of **water delivery equipment** may be relevant to this standard?	Water delivery equipment may include pumps types such as centrifugal, submersible, rotor, jet, diaphragm, piston, windmill and multi-stage centrifugal types, and axial flow.
What **OHS requirements** relate to starting pumps?	OHS requirements may include procedures for prevention of electrical injury and protection of hearing, working outdoors, and working in confined spaces.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

RTF1004A Support gardening work

Modification History

Not applicable.

Unit Descriptor

This competency standard covers the process of supporting gardening work under supervision.   It requires the ability to prepare materials, tools and equipment for gardening work, undertake gardening activities, handle materials and equipment, and clean up on completion of work.   Supporting gardening work requires knowledge of safe work practices, planting techniques, garden tools and equipment, maintenance practices for planted areas, and repair and maintenance of garden features.

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 Prepare materials, tools and equipment for **gardening**	1.1 The required materials**, tools and equipment** are identified according to lists provided and/or

	work		supervisor's **instructions.**
		1.2	Checks are conducted on all materials, tools and equipment with insufficient or faulty items reported to the supervisor.
		1.3	Techniques used when loading and unloading materials demonstrate correct manual handling and minimise damage to the load and the vehicle.
		1.4	Suitable **personal protective equipment (PPE)** is selected and checked prior to use.
		1.5	Gardening support is provided according to **OHS requirements**, and according to **workplace information.**
		1.6	**OHS hazards** are identified and reported to the supervisor.
2	Undertake **gardening work** as directed	2.1	Instructions and directions provided by supervisor are followed and clarification sought when necessary.
		2.2	Gardening work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines.
		2.3	Interactions with other staff and customers is carried out in a positive and professional manner.
		2.4	Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials is observed.
		2.5	Problems or difficulties in completing work to required standards or timelines are reported to supervisor.
3	Handle materials and equipment	3.1	**Waste material** produced during gardening work is stored in a designated area according to supervisor's instructions.
		3.2	Materials, equipment and machinery are handled and transported according to supervisor's instructions and enterprise guidelines.
		3.3	A clean and safe work site is maintained while completing gardening activities.

4	Clean up on completion of gardening work	4.1	Materials are returned to store or disposed of according to supervisor's instructions.
		4.2	Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and supervisor's instructions.
		4.3	Work outcomes are reported to the supervisor.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting gardening work requires evidence that gardening activities have been carried out according to instructions and within the required timelines.   The skills and knowledge that are required to support gardening work must be **transferable** to different work environments.   For example, this could include different gardening tasks, enterprises, and types of gardens.

What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:
	safe work practices
	planting techniques
	garden tools and equipment
	maintenance practices for planted areas
	repair and maintenance of garden features.

What specific skills are needed to achieve	To achieve the performance criteria,

the performance criteria?	appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:
	prepare materials, tools and equipment for gardening work
	undertake gardening work as directed
	handle materials and equipment
	clean up on completion of gardening work.

What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs.   They are fundamental processes and generally transferable to other work functions.   Some of these are covered by the **key competencies**, although others may be added.   The questions below highlight how these processes are applied in this competency standard.   Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	Ideas and information about the job, tasks and problems should be discussed with other members in the work team and the supervisor.
2. How can **information be collected, analysed and organised** (**1**)?	Workplace and supervisors instructions should be located, interpreted and applied with further clarification sought as necessary.
3. How are **activities planned and organised** (**1**)?	Discussions with the supervisor and other team members may be required in order to complete tasks efficiently, in a logical sequence, and in a timely manner.
4. How can **team work** (**1**) be applied?	Good communication and co-operation with other staff in completing gardening tasks.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	Skills in counting, tallying and estimation are required when handling materials, tools and equipment.
6. How can **problem-solving skills** (**1**) be applied?	Problems will require corrective action or consultation with supervisor.
7. How can the **use of technology** (**1**) be	Technology may be applied in the use of

applied?   garden tools and equipment.

Are there other competency standards that could be assessed with this one?

This competency standard **could** be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package.   All users of these competency standards must have **access** to the **Assessment Guidelines**.   Further advice may also be sought from the relevant **sector booklet**.

Range Statement

Range of Variables

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed.   The scope of variables chosen in particular training and assessment requirements may depend on the work situations available

What tasks may be included under **gardeningwork**?	Maintenance of planted areas including watering, fertilising, staking, mowing, pruning, weeding and collecting rubbish.
	Maintaining garden facilities including assisting with repair and upkeep of site furniture and structures, paths and paved areas, and garden features.
	Assisting in preparation of areas for planting, installing trees and shrubs (containerised and bare-rooted), and planting of annual and perennial beds.
What **instructions** may be relevant to this standard?	Instructions may include Standard Operating Procedures (SOPs), enterprise policy and procedures, specifications, work notes, Material Safety Data Sheets (MSDSs), manufacturers instructions, or verbal

	directions from manager or supervisor.
What **tools and equipment** may be required for gardening work?	Tools and equipment may include secateurs, knives, spades, forks, trowels, rakes, hoes, spray equipment, augers, buckets, brooms, wheelbarrows, hoses and hose fittings; ancillary equipment such as stabilising materials, weed mats, stakes and tree guards.
What **workplace information** might be required for this standard?	Workplace information may include procedures for disposing of waste materials, work instructions or verbal instructions from the supervisor.
What **OHS hazards** may be associated with gardening work?	Hazards may include, solar radiation, dust, noise, air- and soil-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, holes, and slippery and uneven surfaces.
What are the **personal protective clothing and equipment** requirements associated with gardening support?	Personal protective clothing and equipment may include steel capped boots/shoes, overalls, gloves, sun hat, sunscreen lotion, safety goggles, face mask and ear protectors.
What **waste materials** may apply to this standard?	Plant debris, litter and broken components, mulches, compost, plastic, metal, and paper-based materials. These may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures.

For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet.

Unit Sector(s)

Not applicable.

AgriFood Skills Australia

RUV1101A Prepare for animal care work

Modification History

Not applicable.

Unit Descriptor

This unit of competency covers the process of preparing to work in the animal care industry. It requires the ability to observe safe work practices, communicate with others and contribute to a productive work environment.   Preparing to work with animals requires knowledge of communication procedures, systems and technology and industry expectations of conduct, presentation and work performance.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly.   The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of knowledge by recall in a narrow range of areas.   One would be expected to perform a sequence of routine tasks under clear direction, demonstrate basic practice skills, and receive and pass on messages or information.   All tasks would be conducted under strict and direct supervision.

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 Observe safe work practices	1.1 **Personal protective clothing and equipment** is used according to best practice standards when completing work tasks.
	1.2 The safety of machines, tools and equipment is checked before use.
	1.3 Correct **manual handling** techniques are used.
	1.4 **Hazards** are reported to supervisors.
	1.5 Supervisors are immediately informed verbally when there is an emergency.
	1.6 Machines, tools and equipment are operated to manufacturers' specifications and in accordance with supervisors' instructions.
	1.7 Safety procedures involved in the handling of hazardous substances are followed as required.
	1.8 Safety procedures to protect the health and safety of people in the workplace are followed.
2 Communicate with others	2.1 **Instructions and notices** are interpreted and observed.
	2.2 Simple messages from clients are taken and passed on to supervisors.
	2.3 **Communication** is conducted in a courteous manner.
3 Contribute to a productive work environment	3.1 Work practices contribute positively to quality, productivity and conditions, and promote cooperation and good relationships in the work environment.
	3.2 Industry expectations of **conduct and presentation** are determined and observed.
	3.3 **Information** on working in the industry including **employment terms and conditions** is collected.

       AgriFood Skills Australia

3.4 Work practices are consistent with workplace standards relating to anti-discrimination and workplace harassment.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?	The critical requirements that are valuable for this unit of competency as a whole are listed below.
	Assessment must confirm one's ability to:
	communicate with supervisors and others in the workplace
	follow instructions
	contribute to a productive work environment
	observe safe work practices
	use personal protective clothing and equipment correctly and safely.
What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:
	hazards in the industry
	communication procedures, systems and technology relevant to the industry
	industry expectations of conduct, presentation and work performance, including quality and productivity
	appropriate behaviour relating to anti-discrimination and sexual harassment

AgriFood Skills Australia

industry employment terms and conditions and career pathways.

What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, some complementary skills are required. These skills include:
	ability to observe safe work practices
	ability to communicate with others
	ability to use personal protective clothing and equipment correctly
	ability to use equipment and machinery correctly and safely
	literacy skills to read and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record information accurately and legibly
	interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
	oral communication skills / language competence required to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
	numeracy skills to complete basic arithmetic calculations and measure volumes
	problem-solving skills to use available resources and prioritise daily tasks.
What are the specific resource implications for this unit of competency?	For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in **preparing for animal care work**. One **must** also have access to the resources listed below that

include:

personal protective clothing and equipment

supervisors

workplace hazards

relevant instructions and notices.

What considerations should there be for consistency in performance?	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.
	The skills and knowledge required to **prepare for animal care work** must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different workplaces and industry sectors and with different groups of co-workers.
What considerations should there be for context of assessment?	Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal care workplace or in a situation that reproduces normal work conditions.
	There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs.   They are fundamental processes and generally transferable to other work functions.   Some of these are covered by the **key competencies**, although others may be added.   The questions below highlight how these processes are applied in this unit of competency.   Following each question a number in brackets indicates the level to which

         AgriFood Skills Australia

the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	By discussing information about the job, tasks and problems with supervisors.
2. How can **information be collected**, **analysed and organised** (**1**)?	By locating, applying and clarifying when required workplace and supervisors' instructions.
3. How are **activities planned and organised** (**1**)?	By discussing work tasks with supervisors in order to complete them efficiently, in a logical sequence and in a timely manner.
4. How can **teamwork** (**1**) be applied?	By participating with others in undertaking work tasks.
5. How can the use of **mathematical ideas and techniques** (**0**) be applied?	Not applicable.
6. How can **problem**-**solving skills** (**1**) be applied?	By referring to supervisors for guidance.
7. How can the **use of technology** (**1**) be applied?	By using technology to communicate with others.

Are there other units of competency that could be assessed with this one?

This unit of competency **could** be assessed on its own or in combination with other competencies relevant to the job function.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts

Which **personal protective clothing or equipment** may be required?	Personal protective clothing and equipment may include safety harnesses, eye and ear

	protection and protection from chemicals including gloves, respirators and headgear.
Which **hazards** may be relevant?	Hazards may include those relating to manual handling, vehicles, equipment and machinery operation and maintenance and mechanical malfunctions. They may also relate to exposure to moving parts, noise, chemicals, gases, dust, plants and animals, solar radiation, electricity, damaged or broken structures, damaged or worn equipment, items blocking exits, poor surfaces, spillages and breakages.
What is included in **manual handling**?	Moving, lifting, shovelling, loading materials, pulling, pushing, up-ending materials, hand tool use and handling plants and animals.
What types of **instructions andnotices** may be relevant?	Verbal and written directions, notes, messages, rosters, labels, symbols, signs, tables, simple graphs, personnel information, safety material, documentation with client details, organisation-specific data and industry network details.
Which forms of **communication** may be relevant?	Face to face, telephone, written or electronic means.
What **conduct and presentation** may be relevant?	Conduct may include safe behaviour when completing work tasks, punctuality, courtesy, cooperating with others and following directions. Presentation may include personal and workplace hygiene and wearing personal protective clothing.
What **information** about the industry may be relevant?	Information may include the different sectors of the industry, the services available in each sector, the relationship between sectors and other industries, industry work conditions, legislation that affects the industry, industrial relations issues, major organisations and career opportunities within the industry, appropriate industry work ethic and quality assurance issues.
Which **employmentterms and conditions** may be included?	Workplace agreements, relevant union conditions and awards, employment contracts and workplace etiquette and

requirements.

Unit Sector(s)

Not applicable.

RUV1102A Support animal care work

Modification History

Not applicable.

Unit Descriptor

This unit of competency covers the work required to assist others in safely providing animals with comfortable and clean housing. It requires the ability to assist with the preparation of materials and equipment for work, undertake animal handling activities and handle materials and equipment. Supporting animal care work requires knowledge of safe work practices relating to working with animals and animal husbandry tasks, including the use of related tools and equipment.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of knowledge by recall in a narrow range of areas. One would be expected to perform a sequence of routine tasks under clear direction, demonstrate basic practice skills, and receive and pass on messages or information. All tasks would be conducted under strict and direct supervision.

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	Prepare materials, tools and equipment for **animal care work**	1.1	The required materials**, tools and equipment** are identified according to lists provided and / or supervisors' **instructions.**
		1.2	Checks are conducted on all materials, tools and equipment and insufficient or faulty items are reported to supervisors.
		1.3	Correct manual handling techniques are used when loading and unloading material to minimise damage to self and the material.
		1.4	Suitable **personal protective equipment** (PPE) is selected and checked prior to use.
		1.5	Work support is provided according to occupational health and safety (OHS) requirements and workplace information.
		1.6	**OHS hazards** are identified and reported to supervisors.
2	Undertake animal care work as directed	2.1	Instructions and directions provided by supervisors are followed and clarification is sought when necessary.
		2.2	Work is undertaken in a safe and environmentally appropriate manner according to organisational guidelines.
		2.3	Interaction with other staff is carried out in a positive and professional manner.
		2.4	Organisational policies and procedures in relation to workplace practices and the handling and disposal of materials are observed.
		2.5	Problems or difficulties in completing work to the required standards or timelines are reported to supervisors.
3	Handle materials and	3.1	**Waste material** produced during work is stored in a designated area according to supervisors'

AgriFood Skills Australia

equipment   instructions.

    3.2   Materials, equipment and machinery are handled and transported according to supervisors' instructions and organisational guidelines.

    3.3   A clean and safe work site is maintained while working.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?	The critical requirements that are valuable for this unit of competency as a whole are listed below.
	Assessment must confirm one's ability to:
	prepare tools, equipment and materials for animal care work
	undertake animal care work as directed
	handle materials and equipment
	communicate effectively with supervisors
	follow instructions to complete work activities.
What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:
	safe work practices
	animal handling techniques
	animal care
	tools and equipment

repair and maintenance of animal housing.

What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, some complementary skills are required. These skills include:
	prepare materials, tools and equipment
	undertake work with animals as directed
	handle materials and equipment
	literacy skills to read and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record information accurately and legibly
	interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
	oral communication skills / language competence required to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
	numeracy skills to complete basic arithmetic calculations and measure volumes
	problem-solving skills to use available resources and prioritise daily tasks.
What are the specific resource implications for this unit of competency?	For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in **supporting animal care work**. One **must** also have access to the resources listed below that include:
	equipment and / or resources used in animal care work
	animals

AgriFood Skills Australia

supervisors.

What considerations should there be for consistency in performance?	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.
	The skills and knowledge required to **support animal care work** must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different animal care organisations and with different animals.
What considerations should there be for context of assessment?	Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a workplace or in a situation that reproduces normal work conditions.
	There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	By discussing information about the job, tasks and problems with supervisors.

2. How can **information be collected, analysed and organised** (**1**)?	By locating, applying and clarifying when required workplace and supervisors' instructions.
3. How are **activities planned and organised** (**1**)?	By discussing work tasks with supervisors in order to complete them efficiently, in a logical sequence and in a timely manner.
4. How can **teamwork** (**1**) be applied?	By communicating and cooperating with other staff in completing tasks.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	By counting, tallying and estimating as required when carrying out animal care work.
6. How can **problem**-**solving skills** (**1**) be applied?	By consulting with supervisors about problems.
7. How can the **use of technology** (**1**) be applied?	By using tools and equipment.

Are there other units of competency that could be assessed with this one?

This unit of competency **could** be assessed on its own or in combination with other competencies relevant to the job function.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit of competency may be assessed.   The scope of variables chosen in training and assessment may depend on the work contexts

What tasks may be included in **animal care work**?	Assistance with selecting, catching and restraining animals; basic grooming, cleaning and maintenance; caring for and feeding animals; loading and unloading goods and materials; and carrying out routine maintenance on animal housing, including fixtures and fittings.

Which **instructions** may be relevant?	Instructions may include standard operating procedures, organisational policies and procedures, job specifications, work notes, material safety data sheets, manufacturers' instructions and verbal instructions from managers or supervisors.
Which **tools and equipment** may be required for work with animals?	Tools and equipment may include ropes, chains, leads, collars, blankets, bridles, headstalls, leads, rugs, soap, brushes and combs.
Which **OHS hazards** may be associated with animal care work?	Hazards may include exposure to noise, dust, solar radiation, chemicals, hazardous substances, airborne micro-organisms and micro-organisms in soil. They may also relate to sharp hand tools and equipment, manual handling, holes and uneven or slippery surfaces.
What are the **PPE** requirements associated with animal support?	Personal protective clothing and equipment may include protective footwear, gloves, eye and ear protection, face masks and overalls or industry-specific clothing.
What **waste materials** may apply?	Packaging, broken components and plastic, metal, and paper-based materials.

Unit Sector(s)

Not applicable.

RUV1103A Support animal care cleaning activities

Modification History

Not applicable.

Unit Descriptor

This unit of competency covers the process of supporting animal care cleaning activities under supervision.   It requires the ability to work in a safe manner, undertake cleaning activities as directed, handle materials and equipment and clean up on completion of cleaning activities.   Supporting cleaning activities requires knowledge of safe work practices and cleaning equipment, materials and agents.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly.   The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of knowledge by recall in a narrow range of areas.   One would be expected to perform a sequence of routine tasks under clear direction, demonstrate basic practice skills, and receive and pass on messages or information.   All tasks would be conducted under strict and direct supervision.

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 Prepare materials, tools and equipment for **cleaning activities**	1.1 The required materials**, tools and equipment** are identified according to lists provided and / or supervisors' **instructions**.
	1.2 Checks are conducted on all materials, tools and equipment and insufficient or faulty items are reported to supervisors.
	1.3 Correct manual handling techniques are used when loading and unloading material to minimise damage to self and the material.
	1.4 Suitable **personal protective equipment** (PPE) is selected and checked prior to use.
	1.5 Support for cleaning activities is provided according to occupational health and safety (OHS) requirements.
	1.6 **OHS hazards** are identified and reported to supervisors.
2 Undertake **cleaning activities** as directed	2.1 Instructions and directions provided by supervisors are followed and clarification is sought when necessary.
	2.2 Work is undertaken in a safe and environmentally appropriate manner according to organisational guidelines.
	2.3 Interaction with other staff is carried out in a positive and professional manner.
	2.4 Organisational policies and procedures in relation to workplace practices and the handling and disposal of materials are observed.
	2.5 Problems or difficulties in completing work to the required standards or timelines are reported to supervisors.
3 Handle materials and	3.1 Waste material produced during cleaning activities is stored in a designated area according to

AgriFood Skills Australia

equipment

supervisors' instructions.

3.2   Materials, equipment and machinery are handled and transported according to supervisors' instructions and organisational guidelines.

3.3   A clean and safe work site is maintained while completing cleaning activities.

4   Clean up on completion of cleaning activities

4.1   Materials are stored or disposed of according to supervisors' instructions

4.2   Tools and equipment are cleaned, maintained and stored according to manufacturers' specifications and supervisors' instructions.

4.3   Work outcomes are reported to supervisors.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?	The critical requirements that are valuable for this unit of competency as a whole are listed below.
	Assessment must confirm one's ability to:
	prepare and use cleaning tools, equipment and materials correctly
	undertake cleaning activities as directed
	communicate effectively with supervisors
	follow instructions to complete work activities.
What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are

listed below and include:

safe work practices

cleaning agents and chemicals

cleaning tools and equipment

basic cleaning practices.

What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, some complementary skills are required. These skills include: ability to prepare materials, tools and equipment for cleaning activities ability to undertake cleaning activities as directed ability to handle materials and equipment ability to clean, store and maintain equipment and materials literacy skills to read and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record information accurately and legibly interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities oral communication skills / language competence required to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor numeracy skills to complete basic arithmetic calculations and measure volumes problem-solving skills to use available resources and prioritise daily tasks.
What are the specific resource implications for this unit of competency?	For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and

simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in **supporting animal care cleaning activities**. One **must** also have access to the resources listed below that include:

equipment and / or resources used in animal care work

supervisors

cleaning tools, equipment and materials

cleaning agents

areas to be cleaned.

What considerations should there be for consistency in performance?	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.

The skills and knowledge required to **support animal care cleaning activities** must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different animal care organisations. |
| **What considerations should there be for context of assessment**? | Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal care workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency. |

What processes should be applied to this unit of competency?

         AgriFood Skills Australia

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	By discussing information about the job, tasks and problems with supervisors.
2. How can **information be collected, analysed and organised** (**1**)?	By locating, applying and clarifying when required workplace and supervisors' instructions.
3. How are **activities planned and organised** (**1**)?	By discussing work tasks with supervisors and other team members in order to complete tasks efficiently, in a logical sequence and in a timely manner.
4. How can **teamwork** (**1**) be applied?	By communicating and cooperating with other staff in completing tasks.
5. How can the use of **mathematical ideas and techniques** (**1**) be applied?	By counting, tallying and estimating as required when carrying out animal care work.
6. How can **problem**-**solving skills** (**1**) be applied?	By consulting with supervisors on any problems.
7. How can the **use of technology** (**1**) be applied?	By using tools and equipment.

Are there other units of competency that could be assessed with this one?

This unit of competency **could** be assessed on its own or in combination with other competencies relevant to the job function.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed.   The scope of variables chosen in training and assessment may depend on the work contexts

What tasks may be included in **cleaning activities**?	Cleaning activities may include assisting with cleaning animal housing, including fixtures and fittings, and cleaning the surrounding work areas.
Which **instructions** may be relevant?	Instructions may include standard operating procedures, organisational policies and procedures, job specifications, work notes, material safety data sheets and manufacturers' instructions.
Which **tools and equipment** may be required for cleaning activities?	Tools and equipment may include brooms, rakes, mops, buckets and cloths.
Which **OHS hazards** may be associated with cleaning activities?	Hazards may include exposure to dust, noise, airborne micro-organisms, slippery surfaces, obstacles, tripping hazards, fumes and cleaning chemicals and agents. Hazards may also relate to hand tools and equipment, manual handling, overhead gear and other machinery, electric leads and cables, changes in floor level and continual bending and reaching.
What may the **PPE** requirements include?	Personal protective clothing and equipment may include overalls, gloves, eye and ear protection and face masks.

Unit Sector(s)

Not applicable.

       AgriFood Skills Australia

RUV1104A Maintain the animal care workplace

Modification History

Not applicable.

Unit Descriptor

This unit of competency covers the process of undertaking daily routines to maintain a safe and tidy workplace. Competency is demonstrated by the application of knowledge and skills to a limited range of maintenance tasks under direct supervision. Reporting and recording is undertaken within established routines using methods and procedures that are predictable. There is a specified range of duties and contexts where the choice of actions required is made quite clear by supervisors.

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of knowledge by recall in a narrow range of areas. One would be expected to perform a sequence of routine tasks under clear direction, demonstrate basic practice skills, and receive and pass on messages or information. All tasks would be conducted under strict and direct supervision.

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.

AgriFood Skills Australia

Elements and Performance Criteria

Elements and Performance Criteria

Element		Performance Criteria	
1	Use tools, equipment and machinery	1.1	Maintenance **tools, equipment and machinery** are identified, collected and prepared for use according to supervisors' instructions.
		1.2	Unsafe or faulty tools, equipment and machinery are identified and segregated for repair or replacement according to supervisors' instructions.
		1.3	Tools, equipment and machinery are cleaned, maintained and stored according to manufacturers' specifications, workplace procedures and supervisors' instructions.
2	Maintain a clean and safe workplace	2.1	**Occupational health and safety** (OHS) **hazards** are identified and reported to supervisors.
		2.2	Suitable **personal protective equipment** (PPE) is selected, used, maintained and stored according to best practice standards.
		2.3	Floors, benches and other flat work surfaces are swept, washed and treated according to supervisors' instructions.
		2.4	Tools, equipment and materials not in use are stored neatly.
		2.5	Waste and used materials are removed and placed in **disposal containers** according to supervisors' instructions.
		2.6	Maintenance activities are undertaken according to **OHS requirements**.
3	Maintain workplace and surroundings	3.1	Maintenance requirements of workplace and surrounding areas are completed according to supervisors' instructions.
		3.2	Basic **maintenance** is undertaken according to supervisors' instructions and OHS requirements.
		3.3	Structural damage and deterioration in the workplace are identified and reported to

supervisors.

Required Skills and Knowledge

Not applicable.

Evidence Guide

What are the critical aspects of evidence required for this unit of competency as a whole?	The critical requirements that are valuable for this unit of competency as a whole are listed below.
	Assessment must confirm one's ability to:
	communicate effectively with supervisors and follow instructions
	use equipment, tools and machinery commonly found in the workplace safely and correctly
	undertake basic maintenance activities
	maintain a clean and safe workplace.
What specific knowledge is needed to achieve the performance criteria?	Knowledge and understanding are essential to apply this unit in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit of competency are listed below and include:
	organisational standards for the presentation of workplace and surroundings
	awareness of the relationship between specific maintenance activities and the external environment and of how to minimise the impact of these activities
	workplace hazards
	OHS policies, procedures and responsibilities
	safety symbols and signs.

What specific skills are needed to achieve the performance criteria?	To achieve the performance criteria, some complementary skills are required. These skills include:
	ability to work in a team and contribute to team objectives
	ability to understand and follow instructions
	ability to use equipment, tools and machinery correctly and safely
	ability to carry out basic maintenance activities
	literacy skills to read and follow organisational policies and procedures including OHS; follow sequenced written instructions; and record information accurately and legibly
	interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
	oral communication skills / language competence required to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
	numeracy skills to complete basic arithmetic calculations and measure volumes
	problem-solving skills to use available resources and prioritise daily tasks.
What are the specific resource implications for this unit of competency?	For valid assessment, one **must** have opportunities to participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to participate in **maintaining the animal care workplace**. One **must** also have access to the resources listed below that include:

supervisors

personal protective clothing and equipment

equipment, tools and machinery commonly found in the workplace.

What considerations should there be for consistency in performance?	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.
	The skills and knowledge required to **maintain the animal care workplace** must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. For example, this could include work within different workplaces and with different maintenance practices and organisational procedures and practices.
What considerations should there be for context of assessment?	Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in an animal care workplace or in a situation that reproduces normal work conditions.
	There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which

the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

1. How can **communication of ideas and information** (**1**) be applied?	By discussing information about the job, tasks and problems with supervisors.
2. How can **information be collected**, **analysed and organised** (**1**)?	By locating, applying and clarifying when required workplace and supervisors' instructions.
3. How are **activities planned and organised** (**1**)?	By discussing work tasks with supervisors in order to complete them efficiently, in a logical sequence and in a timely manner.
4. How can **teamwork** (**1**) be applied?	By participating with others in undertaking work tasks.
5. How can the use of **mathematical ideas and techniques** (**0**) be applied?	Not applicable.
6. How can **problem**-**solving skills** (**1**) be applied?	By referring to supervisors for guidance.
7. How can the **use of technology** (**1**) be applied?	By using technology to communicate with others.

Are there other units of competency that could be assessed with this one?

This unit of competency **could** be assessed on its own or in combination with other competencies relevant to the job function.

Range Statement

Range of Variables

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this unit may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts

What **tools**, **equipment and machinery** may be required to maintain the workplace?	Tools, equipment and machinery may include hand and power tools, brooms, hoses

	and hose attachments, cleaning materials and equipment, high-pressure air and water cleaners and repair tools.
Which **OHS hazards** may be associated with maintaining the workplace?	Hazards may include exposure to noise, dust, airborne micro-organisms and micro-organisms in soil. They may also relate to sharp tools and equipment, manual handling, moving vehicles, machinery and machinery parts, uneven surfaces and flying objects.
What **PPE** may be required when maintaining the workplace?	Personal protective equipment may include boots, overalls, gloves, eye and ear protection, respirators and face masks.
Which **disposal containers** may be used in maintaining the workplace?	Disposal containers may be segregated for specified toxic waste materials, recyclable materials, composting waste and reusable and returnable materials.
Which **OHS requirements** may be relevant?	OHS requirements may include the removal of slip or trip hazards; keeping access ways clear of obstructions; cleaning, maintaining and storing tools, equipment and machinery; appropriate use, storage and maintenance of personal protective equipment; drinking to avoid dehydration; safe operation of tools, equipment and machinery; correct manual handling techniques; maintaining personal hygiene; identifying and reporting hazards to supervisor; and protecting people in the workplace from hazardous substances.
What **maintenance** may be appropriate?	Maintenance activities may include basic repair work such as tightening or replacing loose fixtures, painting small areas and replacing depleted surfaces.

Unit Sector(s)

Not applicable.