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AGRI-FOOD INDUSTRY SKILLS COUNCIL

SFI04
Seafood Industry Training Package
Qualifications in Environmental Management
Volume VI of VI

SFI04
Seafood Industry Training Package
Qualifications in Environmental Management
Volume VI of VI

Volume
VI of VI

AGRI-FOOD INDUSTRY SKILLS COUNCIL

Version Number: 2.0
Review Date: January 2007

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SFI04

Seafood Industry

Training Package

Volume VI of VI

Introduction

Qualifications Framework

Assessment Guidelines

Qualifications in Environmental Management

Volume I:	Aquaculture Stream
Volume II:	Fishing Operations and Fishing Charter Operations Streams
Volume III:	Fisheries Compliance Stream
Volume IV:	Seafood Processing and Seafood Sales and Distribution Streams
Volume Va:	Imported Units of Competency (BCC to RTD)
Volume Vb:	Imported Units of Competency (RTD to WRR)
Volume VI:	Qualifications in Environmental Management for the Seafood Industry

This document comprises Volume VI of the endorsed components of SFI04 Seafood Industry Training Package. This volume should not be read in isolation but in the context of the Training Package as a whole. Endorsed by the National Training Quality Council in January 2004. This Training Package is to be reviewed by January 2007.

SFI04 Seafood Industry Training Package

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Published by:	Australian Training Products Ltd Level 25, 150 Lonsdale St Melbourne 3000 Phone: +61 3 96550600 Fax: +61 3 9639 4684 www.atpl.net.au e-mail: sales@atpl.net.au
First published:	January, 2004
Stock Code Number:	DPTY4N11
ISBN:	0 642 80529 6
Printed by:	Document Printing Australia
AEShareNet:	FfE
Print Version No:	2
Release date:	March 2006

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Aquaculture Stream

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VOLUME III

Fisheries Compliance Stream

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Seafood Processing and Seafood Sales and Distribution Streams

VOLUME Va

Units of competency (with prefixes BCC to RTD) imported from other Training Packages

VOLUME Vb

Units of competency (with prefixes RTD to WRR) imported from other Training Packages

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Preliminary Information

Important note to users

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

Check the version number before commencing training or assessment

This Training Package is Version 2 – 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 (*www.agrifoodskills.net.au*) to confirm the latest version number.

Explanation of version number conventions

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

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
2	March 2006	Addition of four new units of competency into Volume I Aquaculture Stream: • SFIAQUA219A Operate and maintain high technology water treatment components • SFIAQUA313A Oversee operations of high technology water treatment components • SFIAQUA410A Implement a program to operate, maintain or upgrade a system comprising high technology water treatment components • SFIAQUA510A Select, plan or design a system or facility utilising high technology water treatment components The Introduction sections of Volumes I, II, III, IV and V have been updated to meet current Department of Education, Science and Training (DEST) requirements.

2	April 2006	Addition of Volume VI qualifications in Environmental Management for the seafood industry Volume VI contains two new qualifications: • Certificate III in Seafood Industry (Environmental Management Support) • Certificate IV in Seafood Industry (Environmental Management) It also contains four new units of competency: • SFIEMS201A Participate in environmentally sustainable work practices • SFIEMS301A Implement and monitor environmentally sustainable work practices • SFIEMS302A Act to prevent interaction with protected species • SFIEMS401A Conduct an internal audit of an environmental management system • SFIEMS501A Develop workplace policy for sustainability Additional units relating to environmental management have been added to existing qualifications. New seafood industry units are included in the relevant volumes. Imported units, other than BSB units, are included in Volumes 5a and5b Imported Units. Introductions to Volumes I, II, III and IV have been updated and now include the two new qualifications. Existing qualifications now include the additional units relating to environmental management.
1	January 2004	Table of prerequisites and co-requisites updated to remove incorrect prerequisites and co-requisites Equivalence statement added for group of units from TDM02 Two new imported units added to Fisheries Compliance qualifications: PSPETHC301B, PSPLEGN301B One new unit added to Fishing Operations qualifications: TDMMH701B One imported unit replaced with updated version in Fisheries Compliance qualifications: PSPFRAU401B One imported unit replaced with updated version in Seafood Processing qualifications: PMLMAIN300B Codes corrected for two imported units: PSPPOLD601A, FDFZMHTS2A Certificate I in Seafood Industry (Fishing Operations) SFI10204: • add ‘Group B fishing operations units not yet selected for this qualification’ to Qualification rules. Certificate III in Seafood Industry (Fisheries Compliance) SFI30404: • add ‘Group E elective units” to Qualification rules.

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		Certificate IV in Seafood Industry (Fisheries Compliance) SFI40404: • Group R Master V/Skipper 3 units removed and replaced by Group R Coxswains units • incorrect reference to selection of one elective unit from 'Certificate IV' in Qualification rules removed and replaced with 'Diploma' • add 'Group E elective units" to Qualification rules. Diploma of Seafood Industry (Fisheries Compliance) SFI50404: • Group R Skipper 2 units be removed from the Diploma and replaced by Group R Master V/Skipper 3 units • add 'Group E elective units" to Qualification rules. Certificate I in Seafood Industry (Seafood Processing) SFI10504 qualification rule corrected to allow selection 'from either Cert I or Cert II from this or any other Training Package' Certificate II in Seafood Industry (Seafood Sales and Distribution) SFI20604: • reference to non-existent Certificate I in Seafood Industry (Sales and Distribution) removed. More flexible qualifications framework through altered packaging rules in all qualifications and increased choice of units. Addition of Certificate II in Fisheries Compliance Support, including five new SFICOMP units Amendments to Certificate II in Seafood Industry (Fishing Operations) to allow a pathway for the awarding of the regulatory Certificate of Competency for Marine Engine Driver Level III. Rationalisation of units leading to regulatory Certificates of Competency to provide consistency between the Seafood Industry Training Package and the Transport and Distribution (Maritime) Training Package. Groups of units (TDTM) have been imported for each of the regulatory certificates relevant to the seafood industry
1	January 2004	Replacement of the previous Certificate III in Seafood Industry (Fishing Operations) with three new qualifications at the same AQF level to allow pathways for the awarding of regulatory Certificates of Competency for coxswain, Master V/Skipper 3 and Marine Engine Driver Level II Replacement of the previous Certificate IV in Seafood Industry (Fishing Operations) with two new qualifications at the same AQF level to allow pathways for the awarding of regulatory Certificates of Competency for Skipper 2 and Marine Engine Driver Level I Minor revisions to the template of all existing units, necessitating a change in last code identifier from 'A' to 'B' Minor revisions to most aquaculture units to achieve better consistency and coverage in the Evidence Guide, some unit descriptors with no change to the intended unit outcome

1	January 2004	Major revisions to eight aquaculture units requiring units to be recoded and titles changed SFIAQUA101A, SFIAQUA203A, SFIAQUA204A, SFIAQUA207A, SFIAQUA208A, SFIAQUA306A, SFIAQUA307A, SFIAQUA403A and SFIAQUA506A Inclusion of additional performance criteria relating to OHS necessitating recoding and change of title of three processing units SFIPROC103A, SFIPROC104A and SFIPROC303A Addition of six leadership units Addition of four data management units (SFIOBSV) for industry observers Addition of eight specialist diving units (SFIDIVE) to the Fishing Operations, Aquaculture and Fisheries Compliance streams Addition of three units (SFIFISH) to the fishing stream to support net making, on-board processing and deckhand skills Replace imported units with current versions Rationalisation of units for business services, business and corporate management, quality assurance, food safety and environmental management.
1	April 2002	More flexible qualifications framework Addition of seven new units in strategic industry leadership Addition of Certificate IV and Diploma qualifications for the Seafood Processing stream, including twenty-one new units in Seafood Processing Amendment of content in Evidence Guide for units SFISHIP302A and SFISHIP404A Minor revision in packaging of Certificates II and III in Fishing Operations Minor revision in packaging of Certificates II and III in Seafood Sales and Distribution.
1	January 2000	First release

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Summary of qualifications in SFI04 Seafood Industry Training Package

Code	Title
Qualification stream: Aquaculture	
SFI10104	Certificate I in Seafood Industry (Aquaculture)
SFI20104	Certificate II in Seafood Industry (Aquaculture)
SFI30104	Certificate III in Seafood Industry (Aquaculture)
SFI40104	Certificate IV in Seafood Industry (Aquaculture)
SFI50104	Diploma of Seafood Industry (Aquaculture)
Qualification stream: Fishing Operations	
SFI10204	Certificate I in Seafood Industry (Fishing Operations)
SFI20204	Certificate II in Seafood Industry (Fishing Operations)
SFI31204	Certificate III in Seafood Industry (Fishing Operations)
SFI32204	Certificate III in Seafood Industry (Fishing Operations – Marine Engine Driver II)
SFI33204	Certificate III in Seafood Industry (Fishing Operations – Master V/Skipper 3)
SFI41204	Certificate IV in Seafood Industry (Fishing Operations)
SFI42204	Certificate IV in Seafood Industry (Fishing Operations – Marine Engine Driver I)
SFI50204	Diploma of Seafood Industry (Fishing Operations)
Qualification stream: Fishing Charter Operations	
SFI30304	Certificate III in Seafood Industry (Fishing Charter Operations)
SFI50304	Diploma of Seafood Industry (Fishing Charter Operations)
Qualification stream: Fisheries Compliance	
SFI20404	Certificate II in Seafood Industry (Fisheries Compliance Support)
SFI30404	Certificate III in Seafood Industry (Fisheries Compliance)
SFI40404	Certificate IV in Seafood Industry (Fisheries Compliance)
SFI50404	Diploma of Seafood Industry (Fisheries Compliance)
Qualification stream: Seafood Processing	
SFI10504	Certificate I in Seafood Industry (Seafood Processing)
SFI20504	Certificate II in Seafood Industry (Seafood Processing)
SFI30504	Certificate III in Seafood Industry (Seafood Processing)
SFI40504	Certificate IV in Seafood Industry (Seafood Processing)
SFI50504	Diploma of Seafood Industry (Seafood Processing)

Code	Title
Qualification stream: Seafood Sales and Distribution	
SFI20604	Certificate II in Seafood Industry (Seafood Sales and Distribution)
SFI30604	Certificate III in Seafood Industry (Seafood Sales and Distribution)
SFI40604	Certificate IV in Seafood Industry (Seafood Sales and Distribution)
Qualifications in Environmental Management	
SFI30705	Certificate III in Seafood Industry (Environmental Management Support)
SFI40705	Certificate IV in Seafood Industry (Environmental Management)

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Summary of units of competency in SFI04 Seafood Industry Training Package and their prerequisite requirements

Code	Title	Prerequisite
SFIFCHA501B	Plan and manage extended fishing charter trips	SFIFCHA302B Operate an inshore day charter
SFIFISH201B	Provide support for diving operations	HLTFA1A Apply basic first aid
SFIFISH214A	Contribute to at-sea processing of seafood	SFICORE101B Apply basic food handling and safety practices
SFIFISH309A	Construct nets and customise design	SFIFISH210B Assemble and repair damaged netting
SFIFISH307B	Perform breath hold diving operations	HLTFA1A Apply basic first aid
SFISHIP206B	Operate a small vessel	SFISHIP212B Take emergency action on board a vessel
SFISHIP207B	Operate and maintain outboard motors	SFISHIP212B Take emergency action on board a vessel
SFISHIP213B	Operate Inmarsat C communications equipment	SFISHIP209B Operate marine communications equipment
SFISHIP301B	Apply emergency procedures on board a ship	SFISHIP212B Take emergency action on board a vessel
SFIDIVE301A	Work effectively as a diver in the seafood industry	HLTFA1A Apply basic first aid
SFIDIVE302A	Perform diving operations using surface-supplied breathing apparatus	HLTFA1A Apply basic first aid
SFIDIVE303A	Perform diving operations using self-contained underwater breathing apparatus	HLTFA1A Apply basic first aid
SFIDIVE304A	Undertake emergency procedures in diving operations using surface-supplied breathing apparatus	HLTFA1A Apply basic first aid
SFIDIVE305A	Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus	HLTFA1A Apply basic first aid
SFIDIVE306A	Perform compression chamber dive operations	HLTFA1A Apply basic first aid
SFIDIVE307A	Perform underwater work in the aquaculture sector	HLTFA1A Apply basic first aid
SFIDIVE308A	Perform underwater work in the wild catch sector	HLTFA1A Apply basic first aid
SFIPROC101B	Clean fish	SFIPROC106A Work with knives
SFIPROC105A	Fillet fish and prepare portions	SFIPROC106A Work with knives
SFICOMP309B	Operate in remote areas	SFICOMP310B Operate off-road vehicles

Code	Title	Prerequisite
SFICOMP405B	Perform post-surveillance duties	SFICOMP404B Operate an observation post
SFIPROC305A	Slaughter and process crocodiles	SFIPROC106A Work with knives
SFIPROC404B	Apply and monitor food safety requirements	
SFIPROC405B	Oversee the implementation of a food safety program in the workplace	
SFIPROC407B	Conduct food safety audits	
THT02 Tourism Industry Training Package		
THHGCS03B	Deal with conflict situations	THHCOR01B Work with colleagues and customers
THHGCS07B	Coordinate marketing activities	THHGCS08B Establish and conduct business relationships
THHGGA07B	Control and order stock	THHGGA06B Receive and store stock or THBKA03B Receive and store kitchen supplies
THHGHS02B	Clean premises and equipment	THHGHS01B Follow workplace hygiene procedures
THTPPD06B	Plan and develop ecologically sustainable tourism operations	THTPPD01B Create and implement strategic product development initiatives
THTSOP04B	Sell tourism products and services	THTSOP03B Access and interpret product information
THTSOP05B	Prepare quotations	THTSOP03B Access and interpret product information

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Units of competency included in SFI04 Seafood Industry Training Package

Core units	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements
Aquaculture units	
SFIAQUA102A	Carry out basic aquaculture activities
SFIAQUA201B	Collect broodstock and seedstock
SFIAQUA205B	Feed stock
SFIAQUA206B	Handle stock
SFIAQUA209B	Manipulate stock culture environment
SFIAQUA211B	Undertake routine maintenance of water supply and disposal systems and structures
SFIAQUA212B	Work with crocodiles
SFIAQUA213B	Monitor stock and environmental conditions
SFIAQUA214A	Produce algal and/or live-feed cultures
SFIAQUA215A	Carry out on-farm post-harvest operations
SFIAQUA216A	Harvest aquacultured stock
SFIAQUA217A	Maintain stock culture and other farm structures
SFIAQUA218A	Control predators, pests and diseases
SFIAQUA219A	Operate and maintain high technology water treatment components
SFIAQUA301B	Oversee and undertake effluent and waste treatment and disposal
SFIAQUA302B	Construct or install stock culture structures and farm structures
SFIAQUA303B	Coordinate stock handling activities
SFIAQUA305B	Optimise feed uptake
SFIAQUA308B	Maintain water quality and environmental monitoring
SFIAQUA309B	Oversee harvest and post-harvest activities
SFIAQUA310B	Oversee emergency procedures in an aquacultural enterprise
SFIAQUA311A	Oversee production and maintain algal or live-feed cultures
SFIAQUA312A	Oversee the control of pests, predators and diseases
SFIAQUA313A	Oversee operations of high technology water treatment components
SFIAQUA401B	Develop and implement a stock health program
SFIAQUA402B	Coordinate construction or installation of stock culture and farm structures

Aquaculture units

SFIAQUA404B	Operate hatchery
SFIAQUA405B	Develop emergency procedures for an aquaculture enterprise
SFIAQUA406B	Seed and harvest round pearls
SFIAQUA407B	Coordinate sustainable aquacultural practices
SFIAQUA408B	Supervise harvest and post-harvest activities
SFIAQUA409A	Implement, monitor and review stock production
SFIAQUA410A	Implement a program to operate, maintain or upgrade a system comprising high technology water treatment components
SFIAQUA501B	Develop a stock nutrition program
SFIAQUA502B	Develop and implement an aquaculture breeding strategy
SFIAQUA503B	Establish an aquacultural enterprise
SFIAQUA504B	Plan ecologically sustainable aquacultural practices
SFIAQUA505B	Plan stock health management
SFIAQUA507B	Plan and design water supply and disposal systems
SFIAQUA508B	Plan and design stock culture systems and structures
SFIAQUA509A	Develop stock production plan
SFIAQUA510A	Select, plan or design a system or facility utilising high technology water treatment components

Dive units

SFIDIVE301A	Work effectively as a diver in the seafood industry
SFIDIVE302A	Perform diving operations using surface-supplied breathing apparatus
SFIDIVE303A	Perform diving operations using self-contained underwater breathing apparatus
SFIDIVE304A	Undertake emergency procedures in diving operations using surface-supplied breathing apparatus
SFIDIVE305A	Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus
SFIDIVE306A	Perform compression chamber diving operations
SFIDIVE307A	Perform underwater work in the aquaculture sector
SFIDIVE308A	Perform underwater work in the wild catch sector

Environmental management units

SFIEMS201A	Participate in environmentally sustainable work practices
SFIEMS301A	Implement and monitor environmentally sustainable work practices
SFIEMS302A	Act to prevent interaction with protected species
SFIEMS401A	Conduct an internal audit of an environmental management system
SFIEMS501A	Develop workplace policy for sustainability

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Fishing charter units

SFIFCHA301B	Develop information and advice on fishing charter trips
SFIFCHA302B	Operate an inshore day charter
SFIFCHA501B	Plan and manage extended fishing charter trips

Fisheries compliance units

SFICOMP201A	Undertake a local operation
SFICOMP202A	Conduct field observations
SFICOMP203A	Promote sustainable use of local marine and freshwater environments
SFICOMP204A	Present evidence in a court setting
SFICOMP205A	Communicate effectively in cross-cultural environments
SFICOMP302B	Exercise compliance powers
SFICOMP306B	Implement aquaculture compliance
SFICOMP308B	Monitor fish catches for legal compliance
SFICOMP309B	Operate in remote areas
SFICOMP310B	Operate off-road vehicles
SFICOMP311B	Operate vehicles on-road
SFICOMP313B	Promote fisheries management awareness programs
SFICOMP314B	Undertake patrol operations
SFICOMP401B	Administer the district office
SFICOMP402B	Plan the surveillance operation
SFICOMP403B	Operate and maintain surveillance equipment
SFICOMP404B	Operate an observation post
SFICOMP405B	Perform post-surveillance duties
SFICOMP406B	Perform mobile surveillance
SFICOMP407B	Undertake prosecution procedures for magistrate’s court
SFICOMP501B	Conduct an investigative audit
SFICOMP502B	Contribute to fisheries management
SFICOMP503B	Undertake the prosecution in a trial

Distribution units

SFIDIST201B	Prepare, cook and retail seafood products
SFIDIST202B	Retail fresh, frozen and live seafood
SFIDIST301B	Wholesale product
SFIDIST401B	Buy seafood product

Distribution units

SFIDIST501B	Export product
SFIDIST502B	Import product
SFIFISH201B	Provide support for diving operations

Fishing operations units

SFIFISH202B	Cook on board a vessel
SFIFISH203B	Maintain, prepare, deploy and retrieve trawls to land catch
SFIFISH204B	Maintain, prepare, deploy and retrieve pots and traps to land catch

Fishing operations units

SFIFISH205B	Maintain, prepare, deploy and retrieve drop lines and long lines to land catch
SFIFISH206B	Maintain, prepare, deploy and retrieve hand operated lines to land catch
SFIFISH207B	Maintain, prepare, deploy and retrieve beach seines, mesh nets or gill nets to land catch
SFIFISH208B	Maintain, prepare, deploy and retrieve purse seines to land catch
SFIFISH209B	Maintain the temperature of seafood
SFIFISH210B	Assemble and repair damaged netting
SFIFISH214A	Contribute to at-sea processing of seafood
SFIFISH215A	Apply deckhand skills aboard a fishing vessel
SFIFISH301B	Adjust and position trawls
SFIFISH302B	Adjust and position pots and traps
SFIFISH303B	Adjust and position drop lines and long lines
SFIFISH304B	Adjust and position hand operated lines
SFIFISH305B	Adjust and position beach seines, mesh nets or gill nets
SFIFISH306B	Adjust and position purse seines
SFIFISH307B	Perform breath hold diving operations
SFIFISH309A	Construct nets and customise design
SFIFISH401B	Locate fishing grounds and stocks of fish
SFIFISH402B	Manage and control fishing operations

Leadership units

SFILEAD401A	Develop and promote knowledge of the industry sector
SFILEAD402A	Negotiate effectively for the sector
SFILEAD403A	Demonstrate commitment and professionalism
SFILEAD404A	Provide expert information to a Management Advisory Committee
SFILEAD405A	Analyse information to develop strategic fisheries management options within the Management Advisory Committee
SFILEAD406A	Negotiate collective outcomes within the Management Advisory Committee process

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Leadership units

SFILEAD501B	Develop and promote industry knowledge
SFILEAD502B	Shape strategic thinking
SFILEAD503B	Cultivate productive working relationships
SFILEAD504B	Plan and achieve change and results
SFILEAD505B	Communicate with influence
SFILEAD506B	Demonstrate personal drive and integrity
SFILEAD507B	Provide corporate leadership

Data management units

SFIOBSV301A	Monitor and record fishing operations
SFIOBSV302A	Collect reliable scientific data and samples
SFIOBSV303A	Collect routine fishery management data
SFIOBSV304A	Analyse and report on-board observations

OHS units

SFIOHS301B	Implement OHS policies and guidelines
SFIOHS501B	Establish and maintain the enterprise OHS program

Processing units

SFIPROC101B	Clean fish
SFIPROC102B	Clean work area
SFIPROC105A	Fillet fish and prepare portions
SFIPROC106A	Work with knives
SFIPROC201B	Head and peel crustaceans
SFIPROC202B	Process squid, cuttlefish and octopus
SFIPROC203BH	Shuck molluscs
SFIPROC304A	Boil and pack crustaceans
SFIPROC302B	Handle and pack sashimi-grade fish
SFIPROC305A	Slaughter and process crocodiles
SFIPROC401B	Evaluate a batch of seafood
SFIPROC402B	Maintain hygiene standards while servicing a food-handling area
SFIPROC403B	Follow basic food safety practices
SFIPROC404B	Apply and monitor food safety requirements
SFIPROC405B	Oversee the implementation of a food safety program in the workplace
SFIPROC406B	Develop food safety programs
SFIPROC407B	Conduct food safety audits

Processing units

SFIPROC501B	Manage seafood processing production unit/s
SFIPROC502B	Produce technical reports on seafood processing systems
SFIPROC503B	Analyse seafood packaging requirements
SFIPROC504B	Design and manage a product recall
SFIPROC601B	Establish costs and/or conditions for sale of seafood product
SFIPROC602B	Plan and manage seafood and related product concept development
SFIPROC603B	Develop and manage seafood and related product production trials
SFIPROC604B	Plan and develop formulations and/or specifications for new seafood product
SFIPROC606B	Develop and implement energy control systems in seafood processing environments
SFIPROC607B	Prepare work instructions for new seafood processing tasks
SFIPROC608B	Provide practical and/or commercial advice to seafood users
SFIPROC609B	Monitor the seafood business environment to determine threats and opportunities
SFIPROC610B	Establish and manage effective external relationships
SFIPROC611B	Participate in a media interview or presentation

Shipping units

SFISHIP201B	Comply with organisational and legislative requirements
SFISHIP202B	Contribute to safe navigation
SFISHIP205B	Maintain marine plant
SFISHIP206B	Operate a small vessel
SFISHIP207B	Operate and maintain outboard motors
SFISHIP208B	Operate low powered diesel engines
SFISHIP209B	Operate marine communications equipment
SFISHIP211B	Prepare for maintenance
SFISHIP212B	Take emergency action on board a vessel
SFISHIP213B	Operate Inmarsat C communications equipment
SFISHIP301B	Apply emergency procedures on board a ship
SFISHIP402B	Manage the vessel’s compliance with operational and legislative requirements

Storage units

SFISTOR201B	Prepare and pack stock for live transport
SFISTOR202B	Receive and distribute product
SFISTOR203B	Assemble and load refrigerated product
SFISTOR301B	Operate refrigerated storerooms

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Imported units of competency in SFI04 Seafood Industry Training Package

Unit code	Unit title	Source Training Package
BCC1005A	Use hand and power tools	BCC98 Civil Construction Training Package
BCC1006A	Use small plant and equipment	BCC98 Civil Construction Training Package
BCC1009A	Carry out manual excavation	BCC98 Civil Construction Training Package
BCC2004A	Lay pipes	BCC98 Civil Construction Training Package
BCC2006A	Erect/dismantle fencing and gates	BCC98 Civil Construction Training Package
BCG1008A	Use simple levelling devices	BCG98 General Construction Training Package
BCG1011A	Handle construction materials and safely dispose of waste	BCG98 General Construction Training Package
BSBADM304A	Design and develop text documents	BSB01 Business Services Training Package
BSBADM308A	Process payroll	BSB01 Business Services Training Package
BSBADM309A	Process accounts payable and receivable	BSB01 Business Services Training Package
BSBADM402A	Produce complex business documents	BSB01 Business Services Training Package
BSBADM407A	Administer projects	BSB01 Business Services Training Package
BSBADM408A	Prepare financial reports	BSB01 Business Services Training Package
BSBADM502A	Manage meetings	BSB01 Business Services Training Package
BSBADM504A	Plan or review administration systems	BSB01 Business Services Training Package
BSBADM505A	Manage payroll	BSB01 Business Services Training Package
BSBATSIC411A	Communicate with the community	BSB01 Business Services Training Package
BSBCMN205A	Use business technology	BSB01 Business Services Training Package
BSBCMN206A	Process and maintain workplace information	BSB01 Business Services Training Package

Unit code	Unit title	Source Training Package
BSBCMN207A	Prepare and process financial/business documents	BSB01 Business Services Training Package
BSBCMN208A	Deliver a service to customers	BSB01 Business Services Training Package
BSBCMN209A	Provide information to clients	BSB01 Business Services Training Package
BSBCMN302A	Organise personal work priorities and development	BSB01 Business Services Training Package
BSBCMN305A	Organise workplace information	BSB01 Business Services Training Package
BSBCMN306A	Produce business documents	BSB01 Business Services Training Package
BSBCMN307A	Maintain business resources	BSB01 Business Services Training Package
BSBCMN308A	Maintain financial records	BSB01 Business Services Training Package
BSBCMN310A	Deliver and monitor a service to customers	BSB01 Business Services Training Package
BSBCMN312A	Support innovation and change	BSB01 Business Services Training Package
BSBCMN313A	Maintain environmental procedures	BSB01 Business Services Training Package
BSBCMN402A	Develop work priorities	BSB01 Business Services Training Package
BSBCMN404A	Develop teams and individuals	BSB01 Business Services Training Package
BSBCMN405A	Analyse and present research information	BSB01 Business Services Training Package
BSBCMN407A	Coordinate business resources	BSB01 Business Services Training Package
BSBCMN410A	Coordinate implementation of customer service strategies	BSB01 Business Services Training Package
BSBCMN411A	Monitor a safe workplace	BSB01 Business Services Training Package
BSBCMN412A	Promote innovation and change	BSB01 Business Services Training Package
BSBCMN413A	Implement and monitor environmental policies	BSB01 Business Services Training Package
BSBCMN416A	Identify risk and apply risk management process	BSB01 Business Services Training Package
BSBCMN419A	Manage projects	BSB01 Business Services Training Package

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Unit code	Unit title	Source Training Package
BSBEBUS301A	Search and assess online business information	BSB01 Business Services Training Package
BSBEBUS304A	Buy online	BSB01 Business Services Training Package
BSBEBUS305A	Sell online	BSB01 Business Services Training Package
BSBEBUS306A	Make payments online	BSB01 Business Services Training Package
BSBEBUS307A	Bank online	BSB01 Business Services Training Package
BSBEBUS308A	Maintain online business records	BSB01 Business Services Training Package
BSBEBUS401A	Conduct online research	BSB01 Business Services Training Package
BSBEBUS403A	Communicate electronically	BSB01 Business Services Training Package
BSBEBUS405A	Conduct online financial transactions	BSB01 Business Services Training Package
BSBEBUS407A	Review and maintain the business aspects of a website	BSB01 Business Services Training Package
BSBEBUS408A	Implement and monitor delivery of quality customer service online	BSB01 Business Services Training Package
BSBEBUS501A	Evaluate e-business opportunities	BSB01 Business Services Training Package
BSBEBUS502A	Evaluate e-business models	BSB01 Business Services Training Package
BSBEBUS503A	Design an e-business	BSB01 Business Services Training Package
BSBEBUS504A	Implement an e-business strategy	BSB01 Business Services Training Package
BSBEBUS505A	Implement new technologies for business	BSB01 Business Services Training Package
BSBEBUS506A	Plan and develop a business website	BSB01 Business Services Training Package
BSBEBUS509A	Implement e-business outsourcing arrangements	BSB01 Business Services Training Package
BSBEBUS510A	Manage e-business outsourcing	BSB01 Business Services Training Package
BSBEBUS516A	Manage online purchasing	BSB01 Business Services Training Package
BSBEBUS518A	Manage an e-business supply chain	BSB01 Business Services Training Package

Unit code	Unit title	Source Training Package
BSBEBUS519A	Manage online sales systems	BSB01 Business Services Training Package
BSBEBUS520A	Manage online payments system	BSB01 Business Services Training Package
BSBEBUS603A	Evaluate new technologies for business	BSB01 Business Services Training Package
BSBEBUS606A	Manage e-business risk	BSB01 Business Services Training Package
BSBEBUS613A	Develop online customer service strategies	BSB01 Business Services Training Package
BSBFLM302A	Support leadership in the workplace	BSB01 Business Services Training Package
BSBFLM303A	Contribute to effective workplace relationships	BSB01 Business Services Training Package
BSBFLM306A	Provide workplace information and resourcing plans	BSB01 Business Services Training Package
BSBFLM309A	Support continuous improvement systems and processes	BSB01 Business Services Training Package
BSBFLM311A	Support a workplace learning environment	BSB01 Business Services Training Package
BSBFLM402A	Show leadership in the workplace	BSB01 Business Services Training Package
BSBFLM403A	Manage effective workplace relationships	BSB01 Business Services Training Package
BSBFLM404A	Lead work teams	BSB01 Business Services Training Package
BSBFLM405A	Implement operational plan	BSB01 Business Services Training Package
BSBFLM406A	Implement workplace information system	BSB01 Business Services Training Package
BSBFLM409A	Implement continuous improvement	BSB01 Business Services Training Package
BSBFLM412A	Promote team effectiveness	BSB01 Business Services Training Package
BSBFLM501A	Manage personal work priorities and professional development	BSB01 Business Services Training Package
BSBFLM502A	Provide leadership in the workplace	BSB01 Business Services Training Package
BSBFLM503A	Establish effective workplace relationships	BSB01 Business Services Training Package
BSBFLM504A	Facilitate work teams	BSB01 Business Services Training Package

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Unit code	Unit title	Source Training Package
BSBFLM505A	Manage operational plan	BSB01 Business Services Training Package
BSBFLM506A	Manage workplace information systems	BSB01 Business Services Training Package
BSBFLM507A	Manage quality customer service	BSB01 Business Services Training Package
BSBFLM509A	Promote continuous improvement	BSB01 Business Services Training Package
BSBFLM510A	Facilitate and capitalise on change and innovation	BSB01 Business Services Training Package
BSBFLM511A	Develop a workplace learning environment	BSB01 Business Services Training Package
BSBHR401A	Administer human resource systems	BSB01 Business Services Training Package
BSBHR402A	Recruit and select personnel	BSB01 Business Services Training Package
BSBHR404A	Co-ordinate human resource services	BSB01 Business Services Training Package
BSBHR504A	Manage industrial relations policies and processes	BSB01 Business Services Training Package
BSBHR506A	Manage recruitment selection and induction processes	BSB01 Business Services Training Package
BSBMGT502A	Manage people performance	BSB01 Business Services Training Package
BSBMGT503A	Prepare budgets and financial plans	BSB01 Business Services Training Package
BSBMGT504A	Manage budgets and financial plans	BSB01 Business Services Training Package
BSBMGT505A	Ensure a safe workplace	BSB01 Business Services Training Package
BSBMGT507A	Manage environmental performance	BSB01 Business Services Training Package
BSBMGT601A	Contribute to strategic direction	BSB01 Business Services Training Package
BSBMGT603A	Review and develop business plans	BSB01 Business Services Training Package
BSBMGT604A	Manage business operations	BSB01 Business Services Training Package
BSBMGT605A	Provide leadership across the organisation	BSB01 Business Services Training Package
BSBMGT607A	Manage knowledge and information	BSB01 Business Services Training Package

Unit code	Unit title	Source Training Package
BSBMGT609A	Manage risk	BSB01 Business Services Training Package
BSBMGT610A	Manage environmental management systems	BSB01 Business Services Training Package
BSBRKG304A	Maintain business records	BSB01 Business Services Training Package
BSBSBM301A	Research business opportunities	BSB01 Business Services Training Package
BSBSBM401A	Establish business and legal requirements	BSB01 Business Services Training Package
BSBSBM402A	Undertake financial planning	BSB01 Business Services Training Package
BSBSBM403A	Promote the business	BSB01 Business Services Training Package
BSBSBM404A	Undertake business planning	BSB01 Business Services Training Package
BSBSBM405A	Monitor and manage business operations	BSB01 Business Services Training Package
BSBSBM406A	Manage finances	BSB01 Business Services Training Package
BSBSBM407A	Manage a small team	BSB01 Business Services Training Package
BSZ401A	Plan assessment	BSB01 Business Services Training Package
BSZ402A	Conduct assessment	BSB01 Business Services Training Package
BSZ403A	Review assessment	BSB01 Business Services Training Package
BSZ404A	Train small groups	BSB01 Business Services Training Package
BSZ405A	Plan and promote a training program	BSB01 Business Services Training Package
BSZ406A	Plan a series of training sessions	BSB01 Business Services Training Package
BSZ407A	Deliver training sessions	BSB01 Business Services Training Package
BSZ408A	Review training	BSB01 Business Services Training Package
CHCCD4C	Develop and implement community programs	CHC02 Community Services Training Package
FDFCORQAS1A	Follow work procedures to maintain quality	FDF03 Food Processing Industry Training Package

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Unit code	Unit title	Source Training Package
FDFCORQAS2A	Implement quality systems and procedures	FDF03 Food Processing Industry Training Package
FDFCORFSY2A	Implement the food safety program and procedures	FDF03 Food Processing Industry Training Package
FDFCORQFS3A	Monitor the implementation of quality and food safety programs	FDF03 Food Processing Industry Training Package
FDFOPTCRM2A	Conduct routine maintenance	FDF03 Food Processing Industry Training Package
FDFOPTENV2A	Implement environmental policies and procedures	FDF03 Food Processing Industry Training Package
FDFOPTHCP3A	Participate in HACCP team	FDF03 Food Processing Industry Training Package
FDFOPTIPP3A	Implement the pest prevention program	FDF03 Food Processing Industry Training Package
FDFOPTISP2A	Implement sampling procedures	FDF03 Food Processing Industry Training Package
FDFOPTRWP3A	Report on workplace performance	FDF03 Food Processing Industry Training Package
FDFOPTSM3A	Support and mentor individuals and groups	FDF03 Food Processing Industry Training Package
FDFZMHTS2A	Work with temperature controlled stock	FDF03 Food Processing Industry Training Package
FDFZPKFCC2A	Fill and close product in cans	FDF03 Food Processing Industry Training Package
FDFZPKPP2A	Operate a packaging process	FDF03 Food Processing Industry Training Package
FDFZPKSYS3A	Operate processes in a packaging system	FDF03 Food Processing Industry Training Package
FDFZPMMB2A	Operate a mixing/blending process	FDF03 Food Processing Industry Training Package
FDFZPRBE1A	Operate basic equipment	FDF03 Food Processing Industry Training Package
FDFZPREX2A	Operate an extrusion process	FDF03 Food Processing Industry Training Package
FDFZPRHT2A	Operate a heat treatment process	FDF03 Food Processing Industry Training Package
FDFZPRIPK3A	Apply raw materials/ingredient and process knowledge	FDF03 Food Processing Industry Training Package
FDFZPRMP1A	Monitor process operation	FDF03 Food Processing Industry Training Package
FDFZPROR2A	Operate a retort process	FDF03 Food Processing Industry Training Package

Unit code	Unit title	Source Training Package
FDFZPRPP2A	Operate pumping equipment	FDF03 Food Processing Industry Training Package
FDFZPRPR2A	Operate a production process	FDF03 Food Processing Industry Training Package
FDFZPRSYS3A	Operate processes in a production system	FDF03 Food Processing Industry Training Package
FDFZPRW1A	Participate effectively in a workplace environment	FDF03 Food Processing Industry Training Package
FDFFVFP2B	Operate a freezing process	FDF03 Food Processing Industry Training Package
FPIFG006A	Extract seed	FPI99 Forest and Forestry Products Training Package
FPIFG008A	Conduct seed collecting operations	FPI99 Forest and Forestry Products Training Package
FPIFGM147A	Read and interpret maps	FPI99 Forest and Forestry Products Training Package
HLTFA1A	Apply basic first aid	HLT02 Health Training Package
LGACOM502B	Devise and conduct community consultations	LGA04 Local Government Training Package
MEM18.1 AB	Use hand tools	MEM98 Metal and Engineering Industry Training Package
MEM18.2 AA	Use power tools/hand held operations	MEM98 Metal and Engineering Industry Training Package
MEM5.12AB	Perform routine manual metal arc welding	MEM98 Metal and Engineering Industry Training Package
MEM5.15AB	Weld using manual metal arc welding process	MEM98 Metal and Engineering Industry Training Package
MEM5.1AA	Manual soldering/desoldering-electrical/electronic components	MEM98 Metal and Engineering Industry Training Package
MEM5.4AB	Perform routine oxyacetylene welding	MEM98 Metal and Engineering Industry Training Package
MEM5.6AA	Perform brazing and/or silver soldering	MEM98 Metal and Engineering Industry Training Package
MEM5.7AB	Manual heating and thermal cutting	MEM98 Metal and Engineering Industry Training Package
MEM2.5C11	Measure with graduated devices	MEM98 Metal and Engineering Industry Training Package
MEM9.2AA	Interpret technical drawing	MEM98 Metal and Engineering Industry Training Package
MEM7.5AA	Perform general machining	MEM98 Metal and Engineering Industry Training Package

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Unit code	Unit title	Source Training Package
MTMCOR402A	Facilitate quality assurance process	MTM00 Australian Meat Industry Training Package
MTMMP1B	Maintain personal equipment	MTM00 Australian Meat Industry Training Package
MTMMP2B	Apply hygiene and sanitation practices	MTM00 Australian Meat Industry Training Package
MTMMP3B	Apply quality assurance practices	MTM00 Australian Meat Industry Training Package
MTMMP4B	Follow safe work policies and procedures	MTM00 Australian Meat Industry Training Package
MTMMP5B	Communicate in the workplace	MTM00 Australian Meat Industry Training Package
MTMMP70B	Participate in OH&S risk control process	MTM00 Australian Meat Industry Training Package
MTMMP72B	Facilitate hygiene and sanitation performance	MTM00 Australian Meat Industry Training Package
MTMMP77B	Participate in product recall	MTM00 Australian Meat Industry Training Package
MTMMP78B	Conduct an internal audit of a quality system	MTM00 Australian Meat Industry Training Package
MTMMP83B	Establish sampling program	MTM00 Australian Meat Industry Training Package
MTMPS5603A	Develop, manage and maintain quality systems	MTM00 Australian Meat Industry Training Package
MTMPSR406A	Manage and maintain a food safety plan	MTM00 Australian Meat Industry Training Package
MTMPSR5601A	Design and manage the food safety system	MTM00 Australian Meat Industry Training Package
MTMS2B	Apply mathematical concepts	MTM00 Australian Meat Industry Training Package
MTMS34B	Prepare product formulations	MTM00 Australian Meat Industry Training Package
MTMS38B	Smoke product	MTM00 Australian Meat Industry Training Package
PMBMAINT303B	Identify equipment faults	PMB01 Plastics, Rubber and Cablemaking Training Package
PMLDATA300A	Process and record data	PML99 Laboratory Operations Training Package
PMLTEST302A	Calibrate testing equipment and assist with its maintenance	PML99 Laboratory Operations Training Package
PMLMAIN300B	Maintain the laboratory fit for purpose	PML04 Laboratory Operations Training Package

Unit code	Unit title	Source Training Package
PSPFRAU402A	Receive and validate information	PSP99 National Public Services Training Package
PSPFRAU403A	Gather, manage and present evidence	PSP99 National Public Services Training Package
PSPFRAU404A	Conduct formal interviews and take witness statements	PSP99 National Public Services Training Package
PSPFRAU405A	Evaluate progress of investigation	PSP99 National Public Services Training Package
PSPPOLD601A	Develop public policy	PSP99 National Public Services Training Package
PSPETHC301B	Uphold the values and principles of the public service	PSP04 Public Sector Training Package
PSPFRAU401B	Monitor data for indicators of fraud	PSP04 Public Sector Training Package
PSPLEGN301B	Comply with legislation in the public sector	PSP04 Public Sector Training Package
PUATEA001A	Work in a team	PUA00 Public Safety Training Package
PUALAW003A	Give evidence in a judicial or quasi-judicial setting	PUA00 Public Safety Training Package
PUAPOL004A	Gather, collate and record information	PUA00 Public Safety Training Package
PUAPOL005A	Use and maintain operational equipment	PUA00 Public Safety Training Package
PUAPOL006A	Facilitate effective communication in the workplace	PUA00 Public Safety Training Package
PUAPOL009A	Assist in the judicial process	PUA00 Public Safety Training Package
PUAPOL010A	Perform administrative duties	PUA00 Public Safety Training Package
PUAPOL011A	Manage own professional performance	PUA00 Public Safety Training Package
RTC22O3A	Conduct visual inspection of park facilities	RTE03 Rural Production Training Package
RTC2209A	Install, maintain and repair fencing	RTE03 Rural Production Training Package
RTC2210A	Maintain properties and structures	RTE03 Rural Production Training Package
RTC2301A	Undertake operational maintenance of machinery	RTE03 Rural Production Training Package
RTC2306A	Operate vehicles	RTE03 Rural Production Training Package

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Unit code	Unit title	Source Training Package
RTC2307A	Operate machinery and equipment	RTE03 Rural Production Training Package
RTC2309A	Operate tractors	RTE03 Rural Production Training Package
RTC2401A	Treat weeds	RTE03 Rural Production Training Package
RTC2404A	Treat plant pests, diseases and disorders	RTE03 Rural Production Training Package
RTC2706A	Apply chemicals under supervision	RTE03 Rural Production Training Package
RTC3206A	Erect timber structures and features	RTE03 Rural Production Training Package
RTC3209A	Plan and construct conventional fencing	RTE03 Rural Production Training Package
RTC3213A	Implement property improvement, construction and repair	RTE03 Rural Production Training Package
RTC3310A	Operate specialised machinery and equipment	RTE03 Rural Production Training Package
RTC3704A	Prepare and apply chemicals	RTE03 Rural Production Training Package
RTC3705A	Transport, handle and store chemicals	RTE03 Rural Production Training Package
RTC3805A	Coordinate work site activities	RTE03 Rural Production Training Package
RTC4306A	Supervise maintenance of machinery and equipment	RTE03 Rural Production Training Package
RTC4702A	Minimise risks in the use of chemicals	RTE03 Rural Production Training Package
RTC4703A	Plan and implement a chemical use program	RTE03 Rural Production Training Package
RTC4905A	Cost a project	RTE03 Rural Production Training Package
RTC4908A	Supervise work routines and staff performance	RTE03 Rural Production Training Package
RTC4911A	Operate within a budget framework	RTE03 Rural Production Training Package
RTC5913A	Collect and manage data	RTE03 Rural Production Training Package
RTC5914A	Prepare reports	RTE03 Rural Production Training Package
RTC5011A	Collect and classify plants	RTE03 Rural Production Training Package

Unit code	Unit title	Source Training Package
RTC5303A	Manage machinery and equipment	RTE03 Rural Production Training Package
RTC5702A	Develop and manage a chemical use strategy	RTE03 Rural Production Training Package
RTD2126A	Recognise animals	RTD02 Conservation and Land Management Training Package
RTD2202A	Conduct erosion and sediment control activities	RTD02 Conservation and Land Management Training Package
RTD2501A	Maintain cultural places	RTD02 Conservation and Land Management Training Package
RTD2502A	Maintain wildlife habitat refuges	RTD02 Conservation and Land Management Training Package
RTD2802A	Record information about country	RTD02 Conservation and Land Management Training Package
RTD2803A	Observe and report plants and/or animals	RTD02 Conservation and Land Management Training Package
RTD3034A	Implement revegetation works	RTD02 Conservation and Land Management Training Package
RTD3132A	Survey pest animals	RTD02 Conservation and Land Management Training Package
RTD3212A	Implement erosion and sediment control measures	RTD02 Conservation and Land Management Training Package
RTD3405A	Monitor and evaluate the local pest management action plan	RTD02 Conservation and Land Management Training Package
RTD3501A	Assist in the implementation of legislation	RTD02 Conservation and Land Management Training Package
RTD3502A	Carry out inspection of designated area	RTD02 Conservation and Land Management Training Package
RTD3505A	Maintain natural areas	RTD02 Conservation and Land Management Training Package
RTD3509A	Collect and preserve biological samples	RTD02 Conservation and Land Management Training Package
RTD3706A	Maintain biological cultures	RTD02 Conservation and Land Management Training Package
RTD3811A	Coordinate board/committee elections	RTD02 Conservation and Land Management Training Package
RTD3812A	Coordinate fund-raising activities	RTD02 Conservation and Land Management Training Package
RTD3813A	Coordinate social events to support group purposes	RTD02 Conservation and Land Management Training Package
RTD3814A	Present proposed courses of action to meeting	RTD02 Conservation and Land Management Training Package

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Unit code	Unit title	Source Training Package
RTD3815A	Represent group at functions	RTD02 Conservation and Land Management Training Package
RTD3816A	Service committees	RTD02 Conservation and Land Management Training Package
RTD3903A	Work in Indigenous community or organisation	RTD02 Conservation and Land Management Training Package
RTD4020A	Plan the implementation of revegetation works	RTD02 Conservation and Land Management Training Package
RTD4205A	Set out conservation earthworks	RTD02 Conservation and Land Management Training Package
RTD4207A	Supervise on-site implementation of conservation earthworks	RTD02 Conservation and Land Management Training Package
RTD4303A	Prepare safe operating procedures for calibration of equipment	RTD02 Conservation and Land Management Training Package
RTD4402A	Define the pest problem in a local area	RTD02 Conservation and Land Management Training Package
RTD4403A	Develop a pest management action plan within a local area	RTD02 Conservation and Land Management Training Package
RTD4404A	Develop monitoring procedures for the local pest management strategy	RTD02 Conservation and Land Management Training Package
RTD4405A	Coordinate the local pest management strategy	RTD02 Conservation and Land Management Training Package
RTD4406A	Implement pest management action plans	RTD02 Conservation and Land Management Training Package
RTD4407A	Investigate a reported pest treatment failure	RTD02 Conservation and Land Management Training Package
RTD4501A	Contribute to the proposal for a negotiated outcome for a given area of country	RTD02 Conservation and Land Management Training Package
RTD4503A	Inspect and monitor cultural places	RTD02 Conservation and Land Management Training Package
RTD4504A	Monitor biodiversity	RTD02 Conservation and Land Management Training Package
RTD4505A	Participate in assessments of project submissions	RTD02 Conservation and Land Management Training Package
RTD4507A	Produce maps for land management purposes	RTD02 Conservation and Land Management Training Package
RTD4508A	Protect places of cultural significance	RTD02 Conservation and Land Management Training Package
RTD4510A	Supervise natural area restoration works	RTD02 Conservation and Land Management Training Package
RTD4802A	Develop approaches to include cultural and human diversity	RTD02 Conservation and Land Management Training Package

Unit code	Unit title	Source Training Package
RTD4804A	Develop community networks	RTD02 Conservation and Land Management Training Package
RTD4806A	Obtain and manage sponsorship	RTD02 Conservation and Land Management Training Package
RTD4807A	Obtain resources from community and group	RTD02 Conservation and Land Management Training Package
RTD4808A	Promote community programs	RTD02 Conservation and Land Management Training Package
RTD4809A	Prepare and document community history	RTD02 Conservation and Land Management Training Package
RTD4810A	Support individuals in resource management change processes	RTD02 Conservation and Land Management Training Package
RTD4811A	Provide information on environmental issues and policies	RTD02 Conservation and Land Management Training Package
RTD4906A	Develop work practices to accommodate cultural identity	RTD02 Conservation and Land Management Training Package
RTD4907A	Establish an office	RTD02 Conservation and Land Management Training Package
RTD4912A	Contribute to association governance	RTD02 Conservation and Land Management Training Package
RTD5003A	Manage natural area restoration programs	RTD02 Conservation and Land Management Training Package
RTD5102A	Manage fauna populations	RTD02 Conservation and Land Management Training Package
RTD5202A	Design control measures and structures	RTD02 Conservation and Land Management Training Package
RTD5203A	Plan erosion and sediment control measures	RTD02 Conservation and Land Management Training Package
RTD5204A	Plan conservation earthworks	RTD02 Conservation and Land Management Training Package
RTD5401A	Define the pest problem in a regional or broader context	RTD02 Conservation and Land Management Training Package
RTD5402A	Develop a strategy for the management of target pests	RTD02 Conservation and Land Management Training Package
RTD5403A	Develop a system for monitoring the pest management strategy	RTD02 Conservation and Land Management Training Package
RTD5404A	Coordinate the pest management strategy in a regional or broader context	RTD02 Conservation and Land Management Training Package
RTD5405A	Evaluate the pest management strategy	RTD02 Conservation and Land Management Training Package
RTD5502A	Conduct field research into natural and cultural resources	RTD02 Conservation and Land Management Training Package

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Unit code	Unit title	Source Training Package
RTD5503A	Design a natural area restoration project	RTD02 Conservation and Land Management Training Package
RTD5507A	Develop conservation strategies for cultural resources	RTD02 Conservation and Land Management Training Package
RTD5517A	Propose a negotiated outcome for a given area of country	RTD02 Conservation and Land Management Training Package
RTD5522A	Plan river restoration works	RTD02 Conservation and Land Management Training Package
RTD5802A	Support group and community changes in resource management	RTD02 Conservation and Land Management Training Package
RTD5803A	Operate within community cultures and goals	RTD02 Conservation and Land Management Training Package
RTD5805A	Facilitate development of group goals and projects	RTD02 Conservation and Land Management Training Package
RTD5806A	Promote group formation and development	RTD02 Conservation and Land Management Training Package
RTD5910A	Contribute to regional planning process	RTD02 Conservation and Land Management Training Package
RTD5911A	Manage the incorporation of a group	RTD02 Conservation and Land Management Training Package
RTD6504A	Coordinate the preparation of a regional resource management plan	RTD02 Conservation and Land Management Training Package
RTD6505A	Map regional issues and stakeholders	RTD02 Conservation and Land Management Training Package
RTE2205A	Fabricate and repair metal or plastic structures	RTE03 Rural Production Training Package
RTE3309A	Operate machinery in adverse conditions	RTE03 Rural Production Training Package
RTE3312A	Service and repair bores and windmills	RTE03 Rural Production Training Package
RTE3904A	Keep records for a primary production business	RTE03 Rural Production Training Package
RTE5205A	Plan and manage infrastructure requirements	RTE03 Rural Production Training Package
RTE5304A	Implement a machinery management system	RTE03 Rural Production Training Package
RTE5516A	Develop a whole farm plan	RTD02 Conservation and Land Management Training Package
RTE5807A	Manage staff	RTE03 Rural Production Training Package
RTE5901A	Develop a marketing plan	RTE03 Rural Production Training Package

Unit code	Unit title	Source Training Package
RTE5903A	Plan, implement and review a quality assurance program	RTE03 Rural Production Training Package
RTE5902A	Develop and review a business plan	RTE03 Rural Production Training Package
RTE5906A	Monitor and review business performance	RTE03 Rural Production Training Package
RTE5912A	Plan and monitor production process	RTE03 Rural Production Training Package
RTE5921A	Market products and services	RTD02 Conservation and Land Management Training Package
RTE6301A	Analyse machinery options	RTE03 Rural Production Training Package
RTE6501A	Manage the production system	RTE03 Rural Production Training Package
RTE6503A	Design and conduct a field-based research trial	RTE03 Rural Production Training Package
RTE6901A	Analyse business performance	RTE03 Rural Production Training Package
RTE6903A	Develop and review a strategic plan	RTE03 Rural Production Training Package
RTE6904A	Manage business capital	RTE03 Rural Production Training Package
RTE6906A	Develop export markets for produce	RTD02 Conservation and Land Management Training Package
RTE6907A	Manage capital works	RTE03 Rural Production Training Package
RTE6909A	Manage estate planning	RTE03 Rural Production Training Package
RTF3203A	Construct brick and/or block structures and features	RTF03 Amenity Horticulture Training Package
RTF3204A	Construct concrete structures and features	RTF03 Amenity Horticulture Training Package
SROSCB001A	Scuba dive in open water to a maximum depth of 18 metres	SRO03 Outdoor Recreation Industry Training Package
SRXGR002A	Deal with conflict	SRC04 Community Recreation Industry Training Package
SUGPOBB2A	Operate a boiler – basic	SUG02 Sugar Milling Training Package
SUGPWWT2A	Operate a waste water treatment system	SUG02 Sugar Milling Training Package
TAADEL301A	Provide training through instruction and demonstration of skills	TAA04 Training and Assessment Training Package

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Unit code	Unit title	Source Training Package
TAADEL401A	Plan and organise group-based delivery	TAA04 Training and Assessment Training Package
TAADEL402A	Facilitate group-based learning	TAA04 Training and Assessment Training Package
TAADEL502A	Facilitate action-learning process	TAA04 Training and Assessment Training Package
TAAASS401A	Plan and organise assessment	TAA04 Training and Assessment Training Package
TAAASS402A	Assess competence	TAA04 Training and Assessment Training Package
TAAASS403A	Develop assessment tools	TAA04 Training and Assessment Training Package
TAAASS404A	Participate in assessment validation	TAA04 Training and Assessment Training Package
THHCOR01B	Work with colleagues and customers	THT02 Tourism Training Package
THHGCS03B	Deal with conflict situations	THT02 Tourism Training Package
THHGCS07B	Coordinate marketing activities	THT02 Tourism Training Package
THHGCS08B	Establish and conduct business relationships	THT02 Tourism Training Package
THHGGA06B	Receive and store stock	THT02 Tourism Training Package
THHGGA07B	Control and order stock	THT02 Tourism Training Package
THHGHS01B	Follow workplace hygiene procedures	THT02 Tourism Training Package
THHGHS02B	Clean premises and equipment	THT02 Tourism Training Package
THHGLE12B	Develop and manage marketing strategies	THT02 Tourism Training Package
THHGLE20B	Develop and update the legal knowledge required for business compliance	THT02 Tourism Training Package
THTFTO01B	Conduct pre-departure checks	THT02 Tourism Training Package
THTPPD01B	Create and implement strategic product development initiatives	THT02 Tourism Training Package
THTPPD06B	Plan and develop ecologically sustainable tourism operations	THT02 Tourism Training Package
THTSMA01B	Coordinate the production of brochures and marketing materials	THT02 Tourism Training Package

Unit code	Unit title	Source Training Package
THTSMA02B	Create a promotional display/stand	THT02 Tourism Training Package
THTSOP03B	Access and interpret product information	THT02 Tourism Training Package
THTSOP04B	Sell tourism products and services	THT02 Tourism Training Package
THTSOP05B	Prepare quotations	THT02 Tourism Training Package
THTSOP06B	Receive and process reservations	THT02 Tourism Training Package
THTSOP17B	Allocate tour resources	THT02 Tourism Training Package
THTTCO01B	Develop and update tourism industry knowledge	THT02 Tourism Training Package
TDMMA901A	Prepare a cargo plan for cargo loading and unloading operations	TDM01 Maritime Training Package
TDMMA1101A	Maintain the stability of a vessel using basic stability information	TDM01 Maritime Training Package
TDMMA1201A	Manage stress and dynamic factors affecting a small vessel's stability	TDM01 Maritime Training Package
TDMMB101B	Perform routine remedial, preventative and survey deck maintenance on a vessel	TDM01 Maritime Training Package
TDMMB601A	Monitor condition and seaworthiness of a small vessel	TDM01 Maritime Training Package
TDMMB701A	Slip vessel and maintain hull	TDM01 Maritime Training Package
TDMMB1901A	Carry out basic hull maintenance	TDM01 Maritime Training Package
TDMMB2901A	Recognise and correct deteriorated fittings and machinery	TDM01 Maritime Training Package
TDMMB3101A	Organise maintenance and repairs on a small vessel	TDM01 Maritime Training Package
TDMMB3501A	Employ damage control techniques for hull damage	TDM01 Maritime Training Package
TDMMB3601A	Prepare a small vessel's machinery for sea	TDM01 Maritime Training Package
TDMMC501A	Manoeuvre a vessel of less than 80 metres in length in any prevailing condition	TDM01 Maritime Training Package
TDMMC601A	Manage a propulsion unit using the appropriate engine systems and support services	TDM01 Maritime Training Package
TDMMC701B	Apply seamanship skills and techniques when operating a small domestic vessel	TDM01 Maritime Training Package

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Unit code	Unit title	Source Training Package
TDMMC801A	Manoeuvre a vessel less than 24 metres in length within inshore limits	TDM01 Maritime Training Package
TDMMC901B	Manoeuvre a domestic vessel of less than 12 metres in length operating within inshore limits	TDM01 Maritime Training Package
TDMMC1001B	Steer a domestic vessel under the direction of the master or officer in charge of the watch	TDM01 Maritime Training Package
TDMME101A	Understand orders and be understood in relation to shipboard duties	TDM01 Maritime Training Package
TDMMF201A	Respond to navigational emergencies	TDM01 Maritime Training Package
TDMMF401A	Maintain the operational condition of life-saving, fire fighting and other safety systems	TDM01 Maritime Training Package
TDMMF1001A	Provide first aid	TDM01 Maritime Training Package
TDMMF2700A	Prevent, control and fight fires on board a small vessel	TDM01 Maritime Training Package
TDMMF3201B	Apply domestic regulations when operating a small vessel	TDM01 Maritime Training Package
TDMMF3901A	Maintain running log including fuel calculations and written reports	TDM01 Maritime Training Package
TDMMF4001A	Carry out basic operational engineering calculations	TDM01 Maritime Training Package
TDMMF4101A	Carry out engineering calculations related to maintenance and operations	TDM01 Maritime Training Package
TDMMF4702A	Contribute to maintaining a safe watch on a domestic vessel	TDM01 Maritime Training Package
TDMMF4802A	Execute watchkeeping arrangements and procedures on a domestic vessel	TDM01 Maritime Training Package
TDMMH201A	Determine position of the vessel and the accuracy of the resultant position	TDM01 Maritime Training Package
TDMMH501A	Use radar and other electronic aids to maintain safe navigation	TDM01 Maritime Training Package
TDMMH601A	Plan and conduct a coastal passage and determine position	TDM01 Maritime Training Package
TDMMH701A	Apply weather information when navigating a small vessel	TDM01 Maritime Training Package
TDMMH801A	Plan and navigate an inshore passage	TDM01 Maritime Training Package
TDMMH1102A	Use radar to maintain safe navigation	TDM01 Maritime Training Package

Unit code	Unit title	Source Training Package
TDMMH1202A	Plan and navigate a short voyage within inshore limits	TDM01 Maritime Training Package
TDMMH1302A	Apply weather information when navigating a small vessel	TDM01 Maritime Training Package
TDMML201A	Contribute to effective human relationships on board a vessel	TDM01 Maritime Training Package
TDMML301A	Establish and maintain a harmonious workplace environment	TDM01 Maritime Training Package
TDMMR101A	Operate and maintain steering gear arrangements	TDM01 Maritime Training Package
TDMMR201A	Use and maintain deck equipment and machinery	TDM01 Maritime Training Package
TDMMR301A	Operate fuel, fresh and ballast water, bilge and fire pumping systems installed in a vessel	TDM01 Maritime Training Package
TDMMR1801A	Operate deck machinery installed on a small vessel	TDM01 Maritime Training Package
TDMMR1901A	Safely handle and stow explosive and flammable materials	TDM01 Maritime Training Package
TDMMR2401A	Operate and maintain internal combustion engines and propulsion transmission systems	TDM01 Maritime Training Package
TDMMR2501A	Operate and maintain auxiliary machinery systems, including steering gear and refrigeration systems	TDM01 Maritime Training Package
TDMMR2601A	Operate, test and maintain marine electrical and control equipment	TDM01 Maritime Training Package
TDMMR2701A	Operate & maintain marine internal combustion engines on vessels of 750kW propulsion power or less	TDM01 Maritime Training Package
TDMMR2801A	Operate and maintain auxiliary systems on vessels up to 750kW propulsion power	TDM01 Maritime Training Package
TDMMR2901A	Operate and maintain marine low and medium voltage electrical systems	TDM01 Maritime Training Package
TDMMR3001A	Operate and carry out basic service checks on small vessel marine propulsion systems	TDM01 Maritime Training Package
TDMMR3101A	Operate and carry out basic servicing on auxiliary systems	TDM01 Maritime Training Package
TDMMR3201A	Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems	TDM01 Maritime Training Package
TDMMR5402A	Carry out refuelling and fuel transfer operations	TDM01 Maritime Training Package

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Unit code	Unit title	Source Training Package
TDMMR5502A	Perform rigging and lifting operations on board a small domestic vessel	TDM01 Maritime Training Package
TDMMU401A	Ensure compliance with pollution prevention measures	TDM01 Maritime Training Package
TDMMU502A	Ensure compliance with environmental considerations in a small domestic vessel	TDM01 Maritime Training Package
TDTA997B	Complete and check import/export documentation	TDT02 Transport and Distribution Training Package
TDTA1497B	Use product knowledge to complete work operations	TDT02 Transport and Distribution Training Package
TDTA2097B	Replenish stock	TDT02 Transport and Distribution Training Package
TDTA2597C	Regulate temperature controlled stock	TDT02 Transport and Distribution Training Package
TDTD197B	Shift materials safely using manual handling methods	TDT02 Transport and Distribution Training Package
TDTD297B	Shift a load using manually-operated equipment	TDT02 Transport and Distribution Training Package
TDTD497B	Load and unload goods/cargo	TDT02 Transport and Distribution Training Package
TDTD1097B	Operate a forklift	TDT02 Transport and Distribution Training Package
TDTD1397B	Move materials mechanically using automated equipment	TDT02 Transport and Distribution Training Package
TDTR298B	Source goods/services and evaluate contractors	TDT02 Transport and Distribution Training Package
TDTR398B	Negotiate a contract	TDT02 Transport and Distribution Training Package
WRRCA1B	Operate retail equipment	WRR02 Retail Training Package
WRRCS2B	Apply point of sale handling procedures	WRR02 Retail Training Package
WRRCS3B	Interact with customers	WRR02 Retail Training Package
WRRCS4B	Coordinate interaction with customers	WRR02 Retail Training Package
WRRER2B	Coordinate work teams	WRR02 Retail Training Package
WRRF1B	Balance register/terminal	WRR02 Retail Training Package
WRRFM1B	Merchandise food products	WRR02 Retail Training Package

Unit code	Unit title	Source Training Package
WRRFM3B	Prepare and display fast food items	WRR02 Retail Training Package
WRRFS1B	Advise on food products and services	WRR02 Retail Training Package
WRRI1B	Perform stock control procedures	WRR02 Retail Training Package
WRRI5A	Maintain and order stock	WRR02 Retail Training Package
WRRLP2B	Minimise theft	WRR02 Retail Training Package
WRRLP3B	Maintain store safety	WRR02 Retail Training Package
WRRLP4B	Maintain store security	WRR02 Retail Training Package
WRRM2B	Perform routine housekeeping duties	WRR02 Retail Training Package
WRRM3B	Coordinate merchandise presentation	WRR02 Retail Training Package
WRRO1B	Manage merchandise and store presentation	WRR02 Retail Training Package
WRRO4B	Control store security/loss	WRR02 Retail Training Package
WRRO5B	Control inventory	WRR02 Retail Training Package
WRRO6B	Manage store facilities	WRR02 Retail Training Package
WRRS1B	Sell products and services	WRR02 Retail Training Package
WRRS2B	Advise on products and services	WRR02 Retail Training Package

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Summary mapping of changes to units within SFI04 Seafood Industry Training Package

Unit code	Relationship	Comment in relation to previous iteration of the Training Package
SFIAQUA219A Operate and maintain high technology water treatment components	New unit	
SFIAQUA313A Oversee operations of high technology water treatment components	New unit	
SFIAQUA410A Implement a program to operate, maintain or upgrade a system comprising high technology water treatment components	New unit	
SFIAQUA510A Select, plan or design a system or facility utilising high technology water treatment components	New unit	

Information relating to changes to units within SFI04 Seafood Industry Training Package, prior to this version of the Training Package can be obtained from the Agri-food Industry Skills Council. Contact details can be found on page 143.

Explanation of the review date

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

Overview of Training Packages

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, and recognising and assessing people's 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 Training Quality Council (NTQC).

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.

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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?

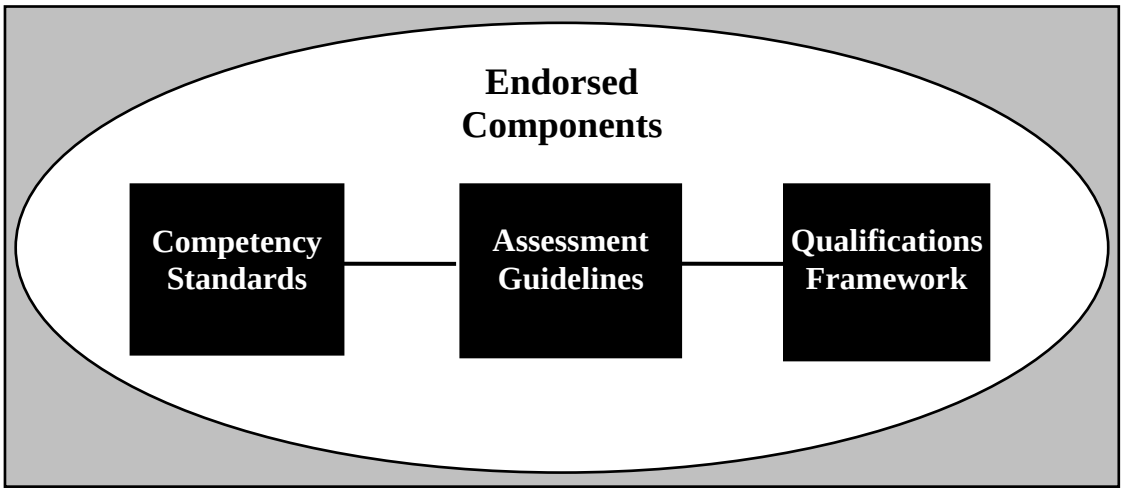
Training and assessment using Training Packages must be conducted by a registered training organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF *Standards for Registered Training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

Training Package components

Training Packages are made up of mandatory components endorsed by the NTQC 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.

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Assessment Guidelines

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

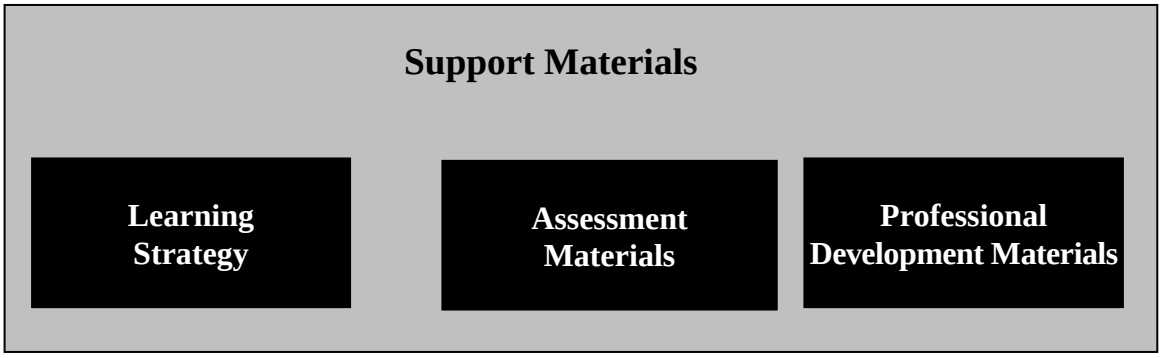
Qualifications Framework

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 the 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 NTQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS) website, 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 SFI04. 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 SFI20504. 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 up to 12 characters, normally a mixture of uppercase letters and numbers, as in SFIAQUA218A. The first three characters signify the Training Package (SFI04 Seafood Industry 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 Package’s broad industry coverage.

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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 Seafood Industry
- if applicable, the occupational or functional stream follows in brackets, for example (Fishing Operations).

For example:

- SFI30104 Certificate III in Seafood Industry (Aquaculture)
- SFI50504 Diploma of Seafood Industry (Seafood Processing).

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:

- SFIFISH214A Contribute to at-sea processing of seafood
- SFISTOR203B Assemble and load refrigerated product.

SITP covers all levels of work, ranging from the inexperienced new entrants to the industry, through to skilled operators, supervisors and managers. In 2005, qualifications in environmental management for the seafood industry were added to SFI04 in response to the heightened importance of environmental management across all seafood industry sectors as well as the demand for specialist skills and knowledge to support its implementation.

The first version of SITP contained twenty-one qualifications. SFI04 Version 1 contained twenty-seven qualifications. SFI04 Version 2 now has twenty-nine qualifications. The diversity of skills within the seafood industry is reflected in the range of qualifications offered by the Training Package, as can be seen in the following table. With SFI04 Version 1 came an increase in the number of qualifications in the Fishing Operations stream; an increase that will facilitate the gaining of regulatory licences as well as vocational qualifications. In response to an identified need for a fisheries compliance support role within Indigenous Australian communities and lands, an additional qualification was added to the Fisheries Compliance stream at Certificate II level. With the release of SFI04 Version 2, two specialist qualifications in environmental management were added.

SEAFOOD INDUSTRY TRAINING PACKAGE **RANGE OF QUALIFICATIONS**								
	CERTIFICATE I	**CERTIFICATE II**	**CERTIFICATE III**			**CERTIFICATE IV**		**DIPLOMA**
Aquaculture								
Environmental Management								
Fishing Operations			1	2	3	1	2	
Fishing Charter Operations								
Fisheries Compliance								
Seafood Processing								
Sales and Distribution								

Table: Qualifications available within each stream of the seafood industry

Overview of Training Packages in the seafood industry

Introduction

The first Seafood Industry Training Package (SITP) was endorsed in 2000 and since then has been the basis of vocational education and training for the seafood industry in Australia. The Training Package was the first to be developed for the seafood industry and represented the culmination of an extensive consultation and documentation process covering a diverse and dispersed range of industries.

SITP underwent a minor review in 2002 and a major review in 2003. The previous version of the Seafood Industry Training Package, Version 2, was endorsed in 2004. The Version Modification History Table at the beginning of this volume identifies the key changes in the various versions.

SITP incorporates all commercial activities conducted in or from Australia concerned with harvesting, farming, culturing, processing, storing, transporting, marketing or selling fish and seafood and/or fish and seafood products. The skills and knowledge required to undertake work in the industry have been captured in competency standards for the four sectors of the seafood industry.

Fishing sector

Fishing sector competencies cover work undertaken by deckhands, fishers, skippers of fishing vessels, managers of fishing operations, business managers, divers and fishing charter operators.

Aquaculture sector

Aquaculture competencies cover work undertaken by field hands, leading hands, technicians, supervisors, quality assurance officers, operations managers and aquaculture business managers. The sector covers temperate and tropical operations and includes pearling and crocodile farms and land-based, water-based and hatchery operations.

Seafood processing and seafood sales and distribution sector

This sector is post-harvest and includes work undertaken by basic and skilled process workers, leading hands, distributors, seafood retailers and wholesalers, supervisors, managers and seafood importers and exporters.

Fisheries compliance sector

This sector includes work undertaken by fisheries compliance officers, supervisors, managers and compliance support officers in Indigenous Australian communities.

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SEAFOOD INDUSTRY TRAINING PACKAGE **RANGE OF QUALIFICATIONS**								
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Aquaculture								
Environmental Management								
Fishing Operations			1	2	3	1	2	
Fishing Charter Operations								
Fisheries Compliance								
Seafood Processing								
Sales and Distribution								

Table: Qualifications available within each stream of the seafood industry

Qualifications

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 Framework Advisory Board (AQFAB) website (*www.aqf.edu.au*) or obtain a hard copy by contacting AQFAB on telephone 03 9639 1606 or by emailing AQFAB at 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 six AQF qualifications:

- Certificate I in …
- Certificate II in …
- Certificate III in …
- Certificate IV in …
- Diploma of …
- Advanced Diploma of … .

Graduate Certificates and Graduate Diplomas can also be awarded in the vocational education and training (VET) sector under certain conditions – see the *AQF Implementation Handbook* for details.

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.

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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 are required.

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 selection 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 coordination may be involved.

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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 provide 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 coordination.

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

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

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

Distinguishing features of learning outcomes

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

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

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Advanced Diploma

Characteristics of learning outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

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

Distinguishing features of learning outcomes

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

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

SFI04 Seafood Industry qualification pathways

SFI04 Seafood Industry Training Package is the framework for VET for those engaged in aquaculture, fishing, fishing charter, compliance and seafood post-harvest sectors. The Training Package supports a wide range of learning pathways. These include institution-based programs, workplace and school-based training, as well as other flexible combinations of workplace and off-the-job training and assessment.

Qualifications within SFI04 Seafood Industry Training Package can be achieved through a variety of pathways including New Apprenticeships (traineeships).

Below the training pathways for qualifications contained within SFI04 Seafood Industry Training Package are illustrated. For further advice about pathways and qualifications, contact the Agri-food Industry Skills Council on telephone 02 6163 7200 or email reception@agrifoodskills.net.au.

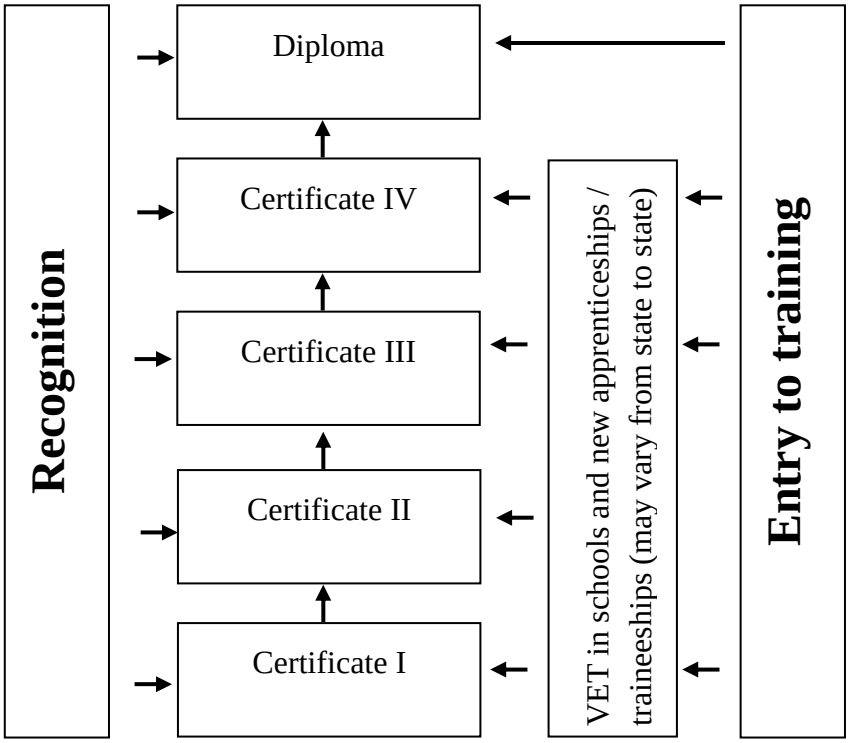

Figure: Training pathways to achieving qualifications

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The following list shows the qualification streams for each sector in the seafood industry.

Qualification stream: Aquaculture

SFI10104	Certificate I in Seafood Industry (Aquaculture)
SFI20104	Certificate II in Seafood Industry (Aquaculture)
SFI30104	Certificate III in Seafood Industry (Aquaculture)
SFI40104	Certificate IV in Seafood Industry (Aquaculture)
SFI50104	Diploma of Seafood Industry (Aquaculture)

Qualification stream: Fishing Operations

SFI10204	Certificate I in Seafood Industry (Fishing Operations)
SFI20204	Certificate II in Seafood Industry (Fishing Operations)
SFI31204	Certificate III in Seafood Industry (Fishing Operations)
SFI32204	Certificate III in Seafood Industry (Fishing Operations – Marine Engine Driver II)
SFI33204	Certificate III in Seafood Industry (Fishing Operations – Master V/Skipper 3)
SFI41204	Certificate IV in Seafood Industry (Fishing Operations)
SFI42204	Certificate IV in Seafood Industry (Fishing Operations – Marine Engine Driver I)
SFI50204	Diploma of Seafood Industry (Fishing Operations)

Qualification stream: Fishing Charter Operations

SFI30304	Certificate III in Seafood Industry (Fishing Charter Operations)
SFI50304	Diploma of Seafood Industry (Fishing Charter Operations)

Qualification stream: Fisheries Compliance

SFI20404	Certificate II in Seafood Industry (Fisheries Compliance Support)
SFI30404	Certificate III in Seafood Industry (Fisheries Compliance)
SFI40404	Certificate IV in Seafood Industry (Fisheries Compliance)
SFI50404	Diploma of Seafood Industry (Fisheries Compliance)

Qualification stream: Seafood Processing

SFI10504	Certificate I in Seafood Industry (Seafood Processing)
SFI20504	Certificate II in Seafood Industry (Seafood Processing)
SFI30504	Certificate III in Seafood Industry (Seafood Processing)
SFI40504	Certificate IV in Seafood Industry (Seafood Processing)
SFI50504	Diploma of Seafood Industry (Seafood Processing)

Qualification stream: Seafood Sales and Distribution

SFI20604	Certificate II in Seafood Industry (Seafood Sales and Distribution)
SFI30604	Certificate III in Seafood Industry (Seafood Sales and Distribution)
SFI40604	Certificate IV in Seafood Industry (Seafood Sales and Distribution)

In addition, there are two specialist qualifications in Environmental Management

SFI30705	Certificate III in Seafood Industry (Environmental Management Support)
SFI40705	Certificate IV in Seafood Industry (Environmental Management)

Seafood industry qualification codes

Each qualification within this Training Package is assigned a separate code for the purpose of listing on the National Training Information Service website (www.ntis.gov.au). The code is defined through four indicators:

- a three-letter alpha identifier (SFI), representing the Training Package title
- a single numeric identifier representing the nominal level (in the example below '2' for Certificate II)
- a separate numeric identifier to specifically identify a qualification at that level ('05' indicates the Seafood Processing stream)
- a numeric identifier to distinguish the year of endorsement ('04' indicates 2004 as the year of endorsement).

Example: the code for the Certificate II in Seafood Industry (Seafood Processing) is SFI20504.

Exception: the fishing operations stream has multiple qualifications at nominal AQF level 3 and AQF level 4. In these cases the nominal level remains as 3 or 4. However the separate numeric identifier will be 12, 22 or 32.

Groupings of units

Selection of units for a qualification is made easier by grouping units under headings (A, B, E or R). An explanation of each of the groupings is given below.

- Group A comprises the common core units that are essential in all qualifications
- Group B comprises stream specialist units
- Group E comprises elective units
- Group R comprises units leading to regulatory Certificates of Competency for Coxswain, Skipper 2, Master V/Skipper 3, Marine Engine Driver I, Marine Engine Driver II and Marine Engine Driver III. To achieve the Certificates of Competency, all units within Group R must be attained along with any identified prerequisite units. In addition state or territory marine authorities may set other terms and conditions such as requirements for sea time and oral exams.

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To assist users, units of competency within Group E are listed under a functional area heading. The following functional areas appear in SFI04:

Aquaculture operations Business services Community management Corporate management Compliance operations Conservation and environment Diving operations Environmental management E-business Farm operations Fishing operations Frontline management Industry leadership Focus A – sector representation Industry leadership Focus B – Management Advisory Committee Industry leadership Focus C – strategic development	Observer operations Occupational health and safety Quality assurance and food safety Quality assurance, food safety and environmental management Post-harvest operations Retail operations Seafood sales, distribution and marketing Seafood processing Seafood transport and storage Small business management Specialist management systems Strategic management Training and assessment Vessel operations Vessel maintenance

A qualification for each occupational stream is achieved by selecting units of competency from each of the above lists.

Units of competency imported from other Training Packages are known as cross-industry units of competency, and the rules attached to these units of competency from their originating Training Package must be adhered to when they are incorporated into training programs or assessments.

Issuing qualifications

Under the agreed arrangements of the Australian Quality Training Framework (AQTF), only registered training organisations (RTOs) can issue qualifications and do so according to the AQTF Standards.

Note: All RTOs intending to conduct training programs and/or assessment services that lead to the issue of a Certificate of Competency (licence) in:

- Coxswain
- Master V/Skipper 3
- Skipper 2
- Marine Engine Driver III
- Marine Engine Driver II
- Marine Engine Driver I

are advised to confirm with their state or territory marine authority that the RTO has the authority's approval for the delivery and/or assessment of programs that lead to a Certificate of Competency. RTOs should also confirm with their local marine authority that the completion of the units nominated in the SITP as leading to a particular licence will satisfy the current requirements of that authority.

Where a diving permit is sought, contact the state or territory occupational health and safety (OHS) authority for information about regulatory requirements.

Statement of equivalence

For the purposes of compliance with the requirements of the National Marine Safety Committee Examiner Bulletin No 4-5 of 2004, it should be noted that the following combination of two units:

- SFICORE106A Meet workplace OHS requirements
- SFISHIP211A Take emergency action on board a vessel

is equivalent to the following combination of five units from TDM01 Maritime Training Package:

- TDMMF801B Comply with emergency procedures on board a vessel
- TDMMF901A Fight and extinguish fires
- TDMMF11101A Survive at sea in the event of vessel abandonment
- TDMMF1201A Minimise the risk of fire and maintain a state of readiness to respond to emergency situations involving fire.
- TDMMF701B Observe safe working practices and procedures on board a vessel

In particular, this applies to the following qualifications in SFI04 Seafood Industry Training Package that have a licence option:

- SFI30104 Certificate III in Seafood Industry (Aquaculture)
- SFI20204 Certificate II in Seafood Industry (Fishing Operations)
- SFI31204 Certificate III in Seafood Industry (Fishing Operations)
- SFI32204 Certificate III in Seafood Industry (Fishing Operations – Marine Engine Driver II)
- SFI33204 Certificate III in Seafood Industry (Fishing Operations – Master V/Skipper 3)
- SFI41204 Certificate IV in Seafood Industry (Fishing Operations)
- SFI42204 Certificate IV in Seafood Industry (Fishing Operations – Marine Engine Driver I)
- SFI30304 Certificate III in Seafood Industry (Fishing Charter Operations)
- SFI30404 Certificate III in Seafood Industry (Fisheries Compliance)
- SFI40404 Certificate IV in Seafood Industry (Fisheries Compliance)
- SFI50404 Diploma of Seafood Industry (Fisheries Compliance)

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New apprenticeships and Seafood industry qualifications

New apprenticeships (traineeships and apprenticeships) provide one of the approaches for achieving qualifications in SFI04 Seafood Industry Training Package. Other approaches include direct assessment against the competencies for people with relevant workforce experience, workplace training and assessment and/or off-the-job training and assessment by an RTO.

All qualifications that have been identified in this Training Package are potentially accessible as a new apprenticeship. However, it is anticipated that most new apprenticeships will be based around Certificate II and Certificate III outcomes.

The capacity to establish a new apprenticeship for any of the qualifications will depend on industry demand, resources available at the state or territory level, and any award requirements.

Where a new apprenticeship structure is established for a SFI04 Seafood Industry Training Package qualification the following considerations must be met.

- All new apprenticeship arrangements must reflect the qualification requirements and packaging arrangements for the relevant qualification as defined in this Training Package. This includes the content of the training agreement and training program.
- All new apprenticeship arrangements must reflect the requirements for assessment as set out in the Assessment Guidelines of SFI04 Seafood Industry Training Package.
- All assessment for the purpose of issuing a qualification through a new apprenticeship must be against the specified units of competency, and in compliance with the packaging rules as set out for the relevant qualification.
- Any customisation of the qualification for a new apprenticeship program must reflect the customisation advice set out in this Training Package.

Estimation of time to complete a new apprenticeship in the seafood industry must be negotiated with the relevant State/Territory Training Authority (STA).

VET in schools

Schools are encouraged to consider using Certificate I and II level qualifications for school-based vocational education and training. A number of pathways can be utilised provided there are relevant and meaningful opportunities to develop skills in a workplace context. Schools will need a formal partnership arrangement with an RTO that is registered for the appropriate qualifications in the Seafood Industry Training Package. An agreement between the RTO and the school will outline the quality assurance requirements that must be met. For example any trainers or assessors will require appropriate trainer and assessor qualifications as well as recognised industry experience.

Schools and local seafood enterprises may find that school-based traineeships are a useful pathway for young people into work.

School students can combine continuing school studies with part-time paid work and formal training towards a seafood industry qualification. School-based traineeships take longer than normal traineeships but are seen as a useful transition from school to work. Local education and training authorities, and new apprenticeship centres will be able to offer guidance.

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Qualifications packaging rules

Qualification stream: Aquaculture

SFI10104 Certificate I in Seafood Industry (Aquaculture) 23
SFI20104 Certificate II in Seafood Industry (Aquaculture) 25
SFI30104 Certificate III in Seafood Industry (Aquaculture) 29
SFI40104 Certificate IV in Seafood Industry (Aquaculture) 35
SFI50104 Diploma of Seafood Industry (Aquaculture) 39

Qualification stream: Fishing Operations

SFI10204 Certificate I in Seafood Industry (Fishing Operations) 44
SFI20204 Certificate II in Seafood Industry (Fishing Operations) 46
SFI31204 Certificate III in Seafood Industry (Fishing Operations) 50
SFI32204 Certificate III in Seafood Industry (Fishing Operations – Marine Engine Driver II) 56
SFI33204 Certificate III in Seafood Industry (Fishing Operations – Master V/Skipper 3) 59
SFI41204 Certificate IV in Seafood Industry (Fishing Operations) 62
SFI42204 Certificate IV in Seafood Industry (Fishing Operations – Marine Engine Driver I) 68
SFI50204 Diploma of Seafood Industry (Fishing Operations) 71

Qualification stream: Fishing Charter Operations

SFI30304 Certificate III in Seafood Industry (Fishing Charter Operations) 76
SFI50304 Diploma of Seafood Industry (Fishing Charter Operations) 80

Qualification stream: Fisheries Compliance

SFI20404 Certificate II in Seafood Industry (Fisheries Compliance Support) 85
SFI30404 Certificate III in Seafood Industry (Fisheries Compliance) 88
SFI40404 Certificate IV in Seafood Industry (Fisheries Compliance) 92
SFI50404 Diploma of Seafood Industry (Fisheries Compliance) 96

Qualification stream: Seafood Processing

SFI10504 Certificate I in Seafood Industry (Seafood Processing) 100
SFI20504 Certificate II in Seafood Industry (Seafood Processing) 102
SFI30504 Certificate III in Seafood Industry (Seafood Processing) 105
SFI40504 Certificate IV in Seafood Industry (Seafood Processing) 109
SFI50504 Diploma of Seafood Industry (Seafood Processing) 113

Qualification stream: Seafood Sales and Distribution

SFI20604 Certificate II in Seafood Industry (Seafood Sales and Distribution) 117
SFI30604 Certificate III in Seafood Industry (Seafood Sales and Distribution) 120
SFI40604 Certificate IV in Seafood Industry (Seafood Sales and Distribution) 124

Qualifications in Environmental Management

SFI30705 Certificate III in Seafood Industry (Environmental Management Support) . 128
SFI40705 Certificate IV in Seafood Industry (Environmental Management) 131

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SFI10104 Certificate I in Seafood Industry (Aquaculture)

Qualification descriptor

This qualification provides individuals with an introduction to the aquaculture environment and some basic skills needed in this area of the seafood industry. It prepares individuals to be general aquaculture field hands and assistants to field hands, and is particularly applicable to school-based studies. Work at this level is undertaken under close direction and supervision.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

8 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 1 aquaculture specialist unit (Group B) ***plus***
- 3 elective units that may be selected from a combination of:
  - Group E elective units
  - Certificate I in Seafood Industry (other streams) – maximum of 1 unit
  - Certificate II in Seafood Industry (Aquaculture) – maximum of 1 unit
  - Certificate I or II level or higher, from this or any other Training Package – maximum of 1 unit. Unit must be relevant to workplace needs.

A. COMMON INDUSTRY CORE UNITS

SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

B. AQUACULTURE SPECIALIST UNITS

SFIAQUA102A	Carry out basic aquaculture activities
SFIEMS201A	Participate in environmentally sustainable work practices

E. ELECTIVE UNITS

Functional area: Maintenance and operations support

BCC1005A	Use hand and power tools
BCC1006A	Use small plant and equipment
BCG1008A	Use simple levelling devices
BCG1011A	Handle construction materials and safely dispose of waste

FDFCORQAS1A	Follow work procedures to maintain quality
Functional area: Occupational health and safety	
HLTFA1A	Apply basic first aid
Functional area: Seafood processing	
SFIPROC101B	Clean fish
SFIPROC102B	Clean work area
SFIPROC105A	Fillet fish and prepare portions
SFIPROC106A	Work with knives
Functional area: Seafood transport and storage	
TDT197B	Shift materials safely

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SFI20104 Certificate II in Seafood Industry (Aquaculture)

Qualification descriptor

This qualification represents the base entry point into this sector of the seafood industry and provides people with a range of core and underpinning skills and knowledge relevant to work as a field hand in the aquaculture sector. Work at this level is usually undertaken under general supervision and follows routine processes and procedures.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

19 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 7 aquaculture specialist units (Group B) ***plus***
- 8 elective units that may be selected from a combination of:
  - Group B aquaculture specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate I in Seafood Industry (Aquaculture) – maximum of 1 unit
  - Certificate III in Seafood Industry (Aquaculture) – maximum of 1 unit
  - Certificate II level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

Contact state or territory occupational health and safety authorities for units that meet licensing requirements for occupational divers in the seafood industry.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic food handling and safety procedures
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

B. AQUACULTURE SPECIALIST UNITS

RTC2307A	Operate machinery and equipment
SFIAQUA201B	Collect broodstock and seedstock
SFIAQUA205B	Feed stock
SFIAQUA206B	Handle stock
SFIAQUA209B	Manipulate stock culture environment
SFIAQUA211B	Undertake routine maintenance of water supply and disposal systems and structures
SFIAQUA212B	Work with crocodiles
SFIAQUA213B	Monitor stock and environmental conditions
SFIAQUA214A	Produce algal and/or live-feed cultures
SFIAQUA215A	Carry out on-farm post-harvest operations
SFIAQUA216A	Harvest aquacultured stock
SFIAQUA217A	Maintain stock culture and other farm structures
SFIAQUA218A	Control predators, pests and diseases
SFIAQUA219A	Operate and maintain high technology water treatment components
SFIEMS201A	Participate in environmentally sustainable work practices
SFIFISH209B	Maintain the temperature of seafood
SFISTOR201B	Prepare and pack stock for live transport

Functional area: Seafood processing

FDFFVFP2B	Operate a freezing process
SFIPROC101B	Clean fish
SFIPROC102B	Clean work area
SFIPROC105A	Fillet fish and prepare portions
SFIPROC106A	Work with knives
SFIPROC203BH	Shuck molluscs

E. ELECTIVE UNITS

Functional area: Conservation and environment

RTC2401A	Treat weeds
RTC2404A	Treat plant pests, diseases and disorders
RTD2202A	Conduct erosion and sediment control activities
RTD2501A	Maintain cultural places
RTD2502A	Maintain wildlife habitat refuges
RTD2802A	Record information about country
RTD2803A	Observe and report plants and/or animals

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Functional area: Diving operations	
SFIFISH201B	Provide support for diving operations
SFIFISH307B	Perform breath hold diving operations
SROSCB001A	Scuba dive in open water to a maximum depth of 18 metres
Functional area: Fishing operations	
SFIFISH208B	Maintain, prepare, deploy and retrieve purse seines to land catch
SFIFISH210B	Assemble and repair damaged netting
Functional area: Vessel operations	
HLTFA1A	Apply basic first aid
SFIFISH215A	Apply deckhand skills aboard a fishing vessel
SFISHIP201B	Comply with organisational and legislative requirements
SFISHIP206B	Operate a small vessel
SFISHIP207B	Operate and maintain outboard motors
SFISHIP209B	Operate marine communications equipment
SFISHIP212B	Take emergency action on board a vessel
Functional area: Farm operations	
RTC2306A	Operate vehicles
RTC2309A	Operate tractors
RTC2706A	Apply chemicals under supervision
RTC3705A	Transport, handle and store chemicals
TDTA2097B	Replenish stock
Functional area: Maintenance and operations support	
BCC1005A	Use hand and power tools
BCC1006A	Use small plant and equipment
BCC1009A	Carry out manual excavation
BCC2004A	Assist with the preparation and installation of pipes
BCC2006A	Erect/dismantle fencing and gates
BCG1008A	Use simple levelling devices
BCG1011A	Handle construction materials and safely dispose of waste
RTC2301A	Undertake operational maintenance of machinery
RTE2205A	Fabricate and repair metal or plastic structures
THHGHSO2B	Clean premises and equipment
Functional area: Fishing charter operations	
THTSOP06B	Receive and process reservations
Functional area: Quality assurance and food safety	
FDFCORQAS2A	Implement quality systems and procedures
FDFCORFSY2A	Implement the food safety program and procedures

Functional area: Seafood sales, distribution and marketing	
SFIDIST202B	Retail fresh, frozen and live seafood
WRRCA1B	Operate retail equipment
WRRCS3B	Interact with customers
WRRF1B	Balance register/terminal
Functional area: Seafood transport and storage	
SFISTOR203B	Assemble and load refrigerated product
TDTD1097B	Operate a forklift
TDTD197B	Shift materials safely using manual handling methods
TDTD497B	Load and unload goods/cargo
Functional area: Vessel maintenance	
SFISHIP205B	Maintain marine plant
SFISHIP208B	Operate low powered diesel engines
Functional area: Business services	
BSBCMN205A	Use business technology
BSBCMN206A	Process and maintain workplace information
BSBCMN207A	Prepare and process financial/business documents
BSBCMN208A	Deliver a service to customers
BSBCMN209A	Provide information to clients

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SFI30104 Certificate III in Seafood Industry (Aquaculture)

Qualification descriptor

This qualification represents the competencies relevant to people working in the aquaculture sector of the seafood industry in the capacity of a skilled worker or leading hand. A person operating at this level will have a broad range of well-developed skills and the ability to adapt and transfer skills to new activities. The person will have some responsibility for decision-making and coordinating team activities. This qualification contains the competencies required to gain a full Coxswain Certificate of Competency. However, being successfully assessed against a competency does not automatically mean that a regulatory licence is issued. A full coxswain is in command of a vessel of up to 12 meters in length operating in waters up to 15 nautical miles from shore.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

12 units *plus either* all the units from the Coxswain group (Option 1) *or* 9 elective units as described in Option 2.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 8 aquaculture specialist units (Group B) ***plus***
- *Option 1* – all units from the Coxswain group (Group R) ***or***
  Option 2 – 9 elective units that may be selected from a combination of:
  - Group B aquaculture specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate II in Seafood Industry (Aquaculture) – maximum of 1 unit
  - Certificate IV in Seafood Industry (Aquaculture) – maximum of 1 unit
  - Certificate III level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

Licences

The issuing of Certificates of Competency (licences) for vessel operations and maintenance is the responsibility of the relevant regulatory authority in each state or territory. Regulatory authorities may set additional requirements to the completion of units listed in the various options for particular Certificates of Competency. These additional requirements may include sea time and completion of an oral exam.

At the time of printing, every effort was made by the developer through consultation with regulators to ensure the units identified in the various Certificates of Competency are those required to apply for the Certificate of Competency.

Individuals seeking recognition as a full coxswain must attain all units listed under Group R and meet prerequisite requirements.

Contact state or territory occupational health and safety authorities for units that meet licensing requirements for occupational divers in the seafood industry.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements
B. AQUACULTURE SPECIALIST UNITS	
RTC3704A	Prepare and apply chemicals
RTC3805A	Coordinate work site activities
SFIAQUA206B	Handle stock
SFIAQUA209B	Manipulate stock culture environment
SFIAQUA213B	Monitor stock and environmental conditions
SFIAQUA217A	Maintain stock culture and other farm structures
SFIAQUA301B	Oversee and undertake effluent and waste treatment and disposal
SFIAQUA302B	Construct or install stock culture structures and farm structures
SFIAQUA303B	Coordinate stock handling activities
SFIAQUA305B	Optimise feed uptake
SFIAQUA308B	Maintain water quality and environmental monitoring
SFIAQUA309B	Oversee harvest and post-harvest activities
SFIAQUA310B	Oversee emergency procedures in an aquacultural enterprise
SFIAQUA311A	Oversee production and maintain algal or live-feed cultures
SFIAQUA312A	Oversee the control of pests, predators and diseases
SFIAQUA313A	Oversee operations of high technology water treatment components
SFIEMS301A	Implement and monitor environmentally sustainable work practices
SFIEMS302A	Act to prevent interaction with protected species
SFIFISH209B	Maintain the temperature of seafood
SFIOHS301B	Implement OHS policies and guidelines
SFISHIP209B	Operate marine communications equipment
SFISHIP212B	Take emergency action on board a vessel
SFISTOR201B	Prepare and pack stock for live transport

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E. ELECTIVE UNITS

Functional area: Conservation and environment

FPIFG006A	Extract seed
FPIFG008A	Conduct seed collecting operations
FPIFGM147A	Read and interpret maps
RTD3034A	Implement revegetation works
RTD3132A	Survey pest animals
RTD3212A	Implement erosion and sediment control measures
RTD3405A	Monitor and evaluate the local pest management action plan
RTD3501A	Assist in the implementation of legislation
RTD3502A	Carry out inspection of designated area
RTD3505A	Maintain natural areas
RTD3509A	Collect and preserve biological samples
RTD3706A	Maintain biological cultures

Functional area: Diving operations

SFIDIVE301A	Work effectively as a diver in the seafood industry
SFIDIVE302A	Perform diving operations using surface-supplied breathing apparatus
SFIDIVE303A	Perform diving operations using self-contained underwater breathing apparatus
SFIDIVE304A	Undertake emergency procedures in diving operations using surface-supplied breathing apparatus
SFIDIVE305A	Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus
SFIDIVE306A	Perform compression chamber diving operations
SFIDIVE307A	Perform underwater work in the aquaculture sector
SFIDIVE308A	Perform underwater work in the wild catch sector
SROSCB001A	Scuba dive in open water to a maximum depth of 18 metres

Functional area: Fishing operations

SFIFISH208B	Maintain, prepare, deploy and retrieve purse seines to land catch
SFIFISH306B	Adjust and position purse seines
SFIFISH309A	Construct nets and customise design

Functional area: Observer operations

SFIOBSV301A	Monitor and record fishing operations
SFIOBSV302A	Collect reliable scientific data and samples
SFIOBSV303A	Collect routine fishery management data
SFIOBSV304A	Analyse and report on-board observations

Functional area: Vessel operations

HLTFA1A	Apply basic first aid

SFISHIP201B	Comply with organisational and legislative requirements
SFISHIP202B	Contribute to safe navigation
SFISHIP206B	Operate a small vessel
SFISHIP207B	Operate and maintain outboard motors
SFISHIP211B	Prepare for maintenance
SFIFISH215A	Apply deckhand skills aboard a fishing vessel
Functional area: Farm operations	
RTC2706A	Apply chemicals under supervision
RTC3705A	Transport, handle and store chemicals
RTC3310A	Operate specialised machinery and equipment
RTE3309A	Operate machinery in adverse conditions
RTE3904A	Keep records for a primary production business
Functional area: Maintenance and operations support	
RTE3312A	Service and repair bores and windmills
RTC3209A	Plan and construct conventional fencing
RTC3206A	Construct timber structures and features
RTF3203A	Construct brick and/or block structures and features
RTF3204A	Construct concrete structures and features
Functional area: Quality assurance, food safety and environmental management	
FDFOPTHCP3A	Participate in a HACCP team
FDFCORQFS3A	Monitor the implementation of quality and food safety programs
FDFOPTISP2A	Implement sampling procedures
BSBCMN416A	Identify risk and apply risk management process
SFIEMS401A	Conduct an internal audit of an environmental management system
Functional area: Seafood processing	
MTMS38B	Smoke product
SFIPROC304A	Boil and pack crustaceans
SFIPROC302B	Handle and pack sashimi-grade fish
Functional area: Seafood transport and storage	
SFISTOR301B	Operate refrigerated storerooms
THHGGA07B	Control and order stock
Functional area: Business services	
BSBADM304A	Design and develop text documents
BSBADM308A	Process payroll
BSBADM309A	Process accounts payable and receivable
BSBADM408A	Prepare financial reports
BSBCMN305A	Organise workplace information
BSBCMN306A	Produce business documents

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BSBCMN307A	Maintain business resources
BSBCMN308A	Maintain financial records
BSBCMN310A	Deliver and monitor a service to customers
BSBCMN313A	Maintain environmental procedures
BSBRKG304A	Maintain business records

Functional area: Corporate management

BSBCMN302A	Organise personal work priorities and development
BSBCMN312A	Support innovation and change
BSBFLM302A	Support leadership in the workplace
BSBFLM303A	Contribute to effective workplace relationships
BSBFLM306A	Provide workplace information and resourcing plans
BSBFLM309A	Support continuous improvement systems and processes
BSBFLM311A	Support a workplace learning environment

Functional area: E-business

BSBEBUS301A	Search and assess online business information
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
BSBEBUS306A	Make payments online
BSBEBUS307A	Bank online
BSBEBUS308A	Maintain online business records

Functional area: Training and assessment

BSZ404A	Train small groups

R. COXSWAIN GROUP OF UNITS

All units in Group R, including listed prerequisite units, are required for the Coxswain Certificate of Competency. Refer to licensing information relevant to this qualification as state or territory marine authorities may have additional requirements.

Prerequisite units:

SFICORE106A	Meet workplace OHS requirements
SFISHIP209B	Operate marine communications equipment
SFISHIP212B	Take emergency action on board a vessel

TDMMB601A	Monitor condition and seaworthiness of a small vessel
TDMMC701B	Apply seamanship skills and techniques when operating a small domestic vessel
TDMMC901B	Manoeuvre a domestic vessel of less than 12 metres in length operating within inshore limits
TDMME101A	Understand orders and be understood in relation to shipboard duties
TDMMF1001A	Provide first aid
TDMMF3201B	Apply domestic regulations when operating a small vessel
TDMMH1202A	Plan and navigate a short voyage within inshore limits

TDMMR3001A	Operate and carry out basic service checks on small vessel marine propulsion systems
TDMMR3101A	Operate and carry out basic servicing on auxiliary systems
TDMMR3201A	Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems
TDMMR5402A	Carry out refuelling and fuel transfer operations
TDMMU502A	Ensure compliance with environmental considerations in a small domestic vessel

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SFI40104 Certificate IV in Seafood Industry (Aquaculture)

Qualification descriptor

This qualification represents the competencies relevant to people working in the aquaculture sector of the seafood industry in the capacity of a supervisor, technical manager and/or specialist.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

21 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 5 aquaculture specialist units (Group B) ***plus***
- 12 elective units that may be selected from a combination of:
  - Group B aquaculture specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate III in Seafood Industry (Aquaculture) – maximum of 1 unit
  - Diploma of Seafood Industry (Aquaculture) – maximum of 1 unit
  - Certificate IV level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements
B. AQUACULTURE SPECIALIST UNITS	
BSBCMN413A	Implement and monitor environmental policies
RTC4908A	Supervise work routines and staff performance
SFIAQUA305B	Optimise feed uptake
SFIAQUA309B	Oversee harvest and post-harvest activities

SFIAQUA312A	Oversee the control of pests, predators and diseases
SFIAQUA401B	Develop and implement a stock health program
SFIAQUA402B	Coordinate construction or installation of stock culture and farm structures
SFIAQUA404B	Operate hatchery
SFIAQUA405B	Develop emergency procedures for an aquaculture enterprise
SFIAQUA406B	Seed and harvest round pearls
SFIAQUA407B	Coordinate sustainable aquacultural practices
SFIAQUA408B	Supervise harvest and post-harvest activities
SFIAQUA409A	Implement, monitor and review stock production
SFIAQUA410A	Implement a program to operate, maintain or upgrade a system comprising high technology water treatment components
SFIOHS301B	Implement OHS policies and guidelines
SFIEMS301A	Implement and monitor environmentally sustainable work practices

E. ELECTIVE UNITS

Functional area: Conservation and environment

RTC5011A	Collect and classify plants
RTD4020A	Plan the implementation of revegetation works
RTD4205A	Set out conservation earthworks
RTD4207A	Supervise on-site implementation of conservation earthworks
RTD4303A	Prepare safe operating procedures for calibration of equipment
RTD4402A	Define the pest problem in a local area
RTD4403A	Develop a pest management action plan within a local area
RTD4404A	Develop monitoring procedures for the local pest management strategy
RTD4405A	Coordinate the local pest management strategy
RTD4406A	Implement pest management action plans
RTD4407A	Investigate a reported pest treatment failure
RTD4503A	Inspect and monitor cultural places
RTD4504A	Monitor biodiversity
RTD4507A	Produce maps for land management purposes
RTD4508A	Protect places of cultural significance
RTD4510A	Supervise natural area restoration works
RTD4906A	Develop work practices to accommodate cultural identity

Functional area: Farm operations

RTC3213A	Implement property improvement, construction and repair
RTC4306A	Supervise maintenance of machinery and equipment
RTC4702A	Minimise risks in the use of chemicals

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RTC4703A	Plan and implement a chemical use program
RTC4905A	Cost a project
RTC4911A	Operate within a budget framework
Functional area: Occupational health and safety	
HLTFA1A	Apply basic first aid
Functional area: Quality assurance, food safety and environmental management	
BSBCMN416A	Identify risk and apply risk management process
MTMCOR402A	Facilitate quality assurance process
MTMMP77B	Participate in product recall
MTMMP78B	Conduct an internal audit of a quality system
MTMMP83B	Establish sampling program
MTMPSR406A	Manage and maintain a food safety plan
SFIEMS302A	Act to prevent interaction with protected species
SFIEMS401A	Conduct an internal audit of an environmental management system
Functional area: Seafood sales, distribution and marketing	
TDTR298B	Source goods/services and evaluate contractors
THTSMA01B	Coordinate the production of brochures and marketing materials
Functional area: Business services	
BSBADM308A	Process payroll
BSBADM402A	Produce complex business documents
BSBADM407A	Administer projects
BSBADM408A	Prepare financial reports
BSBCMN402A	Develop work priorities
BSBCMN405A	Analyse and present research information
BSBCMN407A	Coordinate business resources
BSBCMN410A	Coordinate implementation of customer service strategies
Functional area: E-business	
BSBEBUS401A	Conduct online research
BSBEBUS403A	Communicate electronically
BSBEBUS405A	Conduct online financial transactions
BSBEBUS407A	Review and maintain the business aspects of a website
BSBEBUS408A	Implement and monitor delivery of quality customer service online
BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS502A	Evaluate e-business models
Functional area: Corporate management	
BSBATSIC411A	Communicate with the community
BSBCMN404A	Develop teams and individuals
BSBCMN412A	Promote innovation and change

BSBFLM402A	Show leadership in the workplace
BSBFLM404A	Lead work teams
BSBFLM406A	Implement workplace information system
BSBFLM409A	Implement continuous improvement
BSBHR401A	Administer human resource systems
BSBHR402A	Recruit and select personnel
BSBHR404A	Co-ordinate human resource services
BSBMGT502A	Manage people performance
BSBMGT507A	Manage environmental performance
Functional area: Small business management	
BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team
Functional area: Training and assessment	
BSZ401A	Plan assessment
BSZ402A	Conduct assessment
BSZ403A	Review assessment
BSZ404A	Train small groups
BSZ405A	Plan and promote a training program
BSZ406A	Plan a series of training sessions
BSZ407A	Deliver training sessions
BSZ408A	Review training
Functional area: Industry leadership Focus A – sector representation	
SFILEAD401A	Develop and promote knowledge of the industry sector
SFILEAD402A	Negotiate effectively for the sector
SFILEAD403A	Demonstrate commitment and professionalism
Functional area: Industry leadership Focus B – Management Advisory Committee membership	
SFILEAD404A	Provide expert information to a Management Advisory Committee
SFILEAD405A	Analyse information to develop strategic fisheries management options within the Management Advisory Committee
SFILEAD406A	Negotiate collective outcomes within the Management Advisory Committee process

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SFI50104 Diploma of Seafood Industry (Aquaculture)

Qualification descriptor

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

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

23 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 5 aquaculture specialist units (Group B) ***plus***
- 14 elective units that may be selected from a combination of:
  - Group B aquaculture specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate IV in Seafood Industry (Aquaculture) – maximum of 1 unit
  - Diploma level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements
B. AQUACULTURE SPECIALIST UNITS	
BSBMGT609A	Manage risk
RTE5902A	Review and develop a business plan
RTE6501A	Manage the production system
SFIAQUA405B	Develop emergency procedures for an aquaculture enterprise

SFIAQUA406B	Seed and harvest round pearls
SFIAQUA407B	Coordinate sustainable aquacultural practices
SFIAQUA408B	Supervise harvest and post-harvest activities
SFIAQUA501B	Develop a stock nutrition program
SFIAQUA502B	Develop and implement an aquaculture breeding strategy
SFIAQUA503B	Establish an aquacultural enterprise
SFIAQUA504B	Plan ecologically sustainable aquacultural practices
SFIAQUA505B	Plan stock health management
SFIAQUA507B	Plan and design water supply and disposal systems
SFIAQUA508B	Plan and design stock culture systems and structures
SFIAQUA509A	Develop stock production plan
SFIAQUA510A	Select, plan or design a system or facility utilising high technology water treatment components
SFIEMS501A	Develop workplace policy for sustainability
SFIOHS501B	Establish and maintain the enterprise OHS program
TAADEL502A	Facilitate group process

E. ELECTIVE UNITS

Functional area: Conservation and environment

RTD5003A	Manage natural area restoration programs
RTD5102A	Manage fauna populations
RTD5202A	Design control measures and structures
RTD5203A	Plan erosion and sediment control measures
RTD5204A	Plan conservation earthworks
RTD5401A	Define the pest problem in a regional or broader context
RTD5402A	Develop a strategy for the management of target pests
RTD5403A	Develop a system for monitoring the pest management strategy
RTD5404A	Coordinate the pest management strategy in a regional or broader context
RTD5405A	Evaluate the pest management strategy
RTD5502A	Conduct field research into natural and cultural resources
RTD5503A	Design a natural area restoration project
RTD5507A	Develop conservation strategies for cultural resources
RTD5522A	Plan river restoration works

Functional area: Farm operations

RTC5303A	Manage machinery and equipment
RTC5702A	Develop and manage a chemical use strategy
RTC5913A	Collect and manage data

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RTE5205A	Plan and manage infrastructure requirements
RTE5304A	Implement a machinery management system
RTE5516A	Develop a whole farm plan
RTE5807A	Manage staff
RTE5903A	Plan, implement and review a quality assurance program
RTE5906A	Monitor and review business performance
RTE5912A	Plan and monitor production process
RTE6301A	Analyse machinery option
RTE6503A	Design and conduct field-based research trials
RTE6901A	Analyse business performance
RTE6903A	Develop and review a strategic plan
RTE6904A	Manage business capital
RTE6906A	Develop export markets for produce
RTE6907A	Manage capital works
RTE6909A	Manage estate planning
Functional area: Occupational health and safety	
HLTFA1A	Apply basic first aid
Functional area: Quality assurance and food safety	
MTMPS5603A	Develop, manage and maintain quality systems
MTMPSR5601A	Design and manage the food safety system
Functional area: Seafood sales, distribution and marketing	
RTE5901A	Develop a marketing plan
SFIDIST501B	Export product
SFIDIST502B	Import product
Functional area: Business services	
BSBADM502A	Manage meetings
BSBADM504A	Plan or review administration systems
BSBADM505A	Manage payroll
BSBCMN419A	Manage projects
BSBFLM505A	Manage operational plan
BSBHR504A	Manage industrial relations policies and processes
BSBHR506A	Manage recruitment selection and induction processes
BSBMGT503A	Prepare budgets and financial plans
BSBMGT504A	Manage budgets and financial plans
BSBMGT603A	Review and develop business plans
BSBMGT604A	Manage business operations
BSBMGT607A	Manage knowledge and information

Functional area: Community management

CHCCD4C	Develop and implement community programs
LGACOM502B	Devise and conduct community consultations
RTC5913A	Collect and manage data
RTC5914A	Prepare reports
RTD5517A	Propose a negotiated outcome for a given area of country
RTD5802A	Support group and community changes in resource management
RTD5803A	Operate within community cultures and goals
RTD5805A	Facilitate development of group goals and projects
RTD5806A	Promote group formation and development
RTD5910A	Contribute to regional planning process
RTD5911A	Manage the incorporation of a group
RTD6504A	Coordinate the preparation of a regional resource management plan
RTD6505A	Map regional issues and stakeholders
SFIPROC611B	Participate in a media interview or presentation
TDTR398B	Negotiate a contract

Functional area: Small business management

BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team

Functional area: Strategic management

BSBATSIC411A	Communicate with the community
BSBFLM501A	Manage personal work priorities and professional development
BSBFLM502A	Provide leadership in the workplace
BSBFLM506A	Manage workplace information systems
BSBFLM509A	Promote continuous improvement
BSBFLM510A	Facilitate and capitalise on change and innovation
BSBFLM511A	Develop a workplace learning environment
BSBMGT502A	Manage people performance
BSBMGT507A	Manage environmental performance
BSBMGT601A	Contribute to strategic direction

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BSBMGT605A	Provide leadership across the organisation
BSBMGT610A	Manage environmental management systems
Functional area: E-business	
BSBEBUS503A	Design an e-business
BSBEBUS504A	Implement an e-business strategy
BSBEBUS505A	Implement new technologies for business
BSBEBUS506A	Plan and develop a business website
BSBEBUS509A	Implement e-business outsourcing arrangements
BSBEBUS510A	Manage e-business outsourcing
BSBEBUS516A	Manage online purchasing
BSBEBUS518A	Manage an e-business supply chain
BSBEBUS519A	Manage online sales systems
BSBEBUS520A	Manage online payments system
BSBEBUS603A	Evaluate new technologies for business
BSBEBUS606A	Manage e-business risk
BSBEBUS613A	Develop online customer service strategies
Functional area: Industry leadership Focus C – strategic development	
SFILEAD501B	Develop and promote industry knowledge
SFILEAD502B	Shape strategic thinking
SFILEAD503B	Cultivate productive working relationships
SFILEAD504B	Plan and achieve change and results
SFILEAD505B	Communicate with influence
SFILEAD506B	Demonstrate personal drive and integrity
SFILEAD507B	Provide corporate leadership

SFI10204 Certificate I in Seafood Industry (Fishing Operations)

Qualification descriptor

This qualification provides individuals with an introduction to the fishing sector of the seafood industry and some basic skills needed in this sector. It is particularly applicable to school-based studies.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

8 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 2 fishing specialist units (Group B) ***plus***
- 2 elective units that may be selected from a combination of:
  - Group B fishing operations units not yet selected for this qualification
  - Group E elective units
  - Certificate I in Seafood Industry (other streams) – maximum of 1 unit
  - Certificate II in Seafood Industry (Fishing Operations) – maximum of 1 unit
  - Certificate I or II level, from this or any other Training Package – maximum of 1 unit. Unit must be relevant to workplace needs.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements
B. FISHING SPECIALIST UNITS	
SFIEMS201A	Participate in environmentally sustainable work practices
SFIFISH210B	Assemble and repair damaged netting
SFIFISH214A	Contribute to at-sea processing of seafood
SFIFISH215A	Apply deckhand skills aboard a fishing vessel
SFISHIP211B	Prepare for maintenance
SFISHIP212B	Take emergency action on board a vessel

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E. ELECTIVE UNITS

Functional area: Occupational health and safety

HLTFA1A	Apply basic first aid

Functional area: Vessel operations

SFISHIP209B	Operate marine communications equipment

Functional area: Seafood processing

SFIPROC101B	Clean fish
SFIPROC102B	Clean work area
SFIPROC105A	Fillet fish and prepare portions
SFIPROC106A	Work with knives

Functional area: Seafood transport and storage

TDTD197B	Shift material safely using manual handling methods

SFI20204 Certificate II in Seafood Industry (Fishing Operations)

Qualification descriptor

This qualification provides the main entry point for individuals working in the fishing sector of the seafood industry. It contains the competencies required for a deckhand in the fishing sector. It offers two options; one suitable for those involved in general fishing operations and another for those requiring a Marine Engine Driver III regulatory certificate. Some states or territories may award a restricted coxswain licence on completion of units from the vessel operations functional stream in Group B fishing specialist units.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

11 units *plus either* all the units from the Marine Engine Driver III group (Option 1) *or* 8 elective units as described in Option 2.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 7 fishing specialist units (Group B) with a minimum of 2 units from the fishing operations functional area ***plus***
- *Option 1* – all units from the Marine Engine Driver III group (Group R) ***or***
  Option 2 – 8 elective units that may be selected from a combination of:
  - Group B fishing specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate I in Seafood Industry (Fishing Operations) – maximum of 1 unit
  - Certificate III in Seafood Industry (Fishing Operations) – maximum of 1 unit
  - Certificate II level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

Licences

The issuing of Certificates of Competency (licences) for vessel operations and maintenance is the responsibility of the relevant regulatory authority in each state or territory. Regulatory authorities may set additional requirements to the completion of units listed in the various options for particular Certificates of Competency.

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These additional requirements may include sea time and completion of an oral exam. At the time of printing, every effort was made by the developer through consultation with regulators to ensure the units identified in the various Certificates of Competency are those required to apply for the Certificate of Competency.

Individuals seeking recognition as Marine Engine Driver III must attain all units listed under Group R and meet prerequisite requirements.

Contact state or territory occupational health and safety authorities for information on units and licensing requirements for occupational divers in the seafood industry.

A. COMMON INDUSTRY CORE UNITS

SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

B. FISHING SPECIALIST UNITS

SFIEMS201A	Participate in environmentally sustainable work practices

Functional area: Fishing operations

SFIFISH202B	Cook on board a vessel
SFIFISH203B	Maintain, prepare, deploy and retrieve trawls to land catch
SFIFISH204B	Maintain, prepare, deploy and retrieve pots and traps to land catch
SFIFISH205B	Maintain, prepare, deploy and retrieve drop lines and long lines to land catch
SFIFISH206B	Maintain, prepare, deploy and retrieve hand operated lines to land catch
SFIFISH207B	Maintain, prepare, deploy and retrieve beach seines, mesh nets or gill nets to land catch
SFIFISH208B	Maintain, prepare, deploy and retrieve purse seines to land catch
SFIFISH209B	Maintain the temperature of seafood
SFIFISH210B	Assemble and repair damaged netting
SFIFISH214A	Contribute to at-sea processing of seafood
SFIPROC304A	Boil and pack crustaceans

Functional area: Vessel operations

HLTFA1A	Apply basic first aid
SFIFISH215A	Apply deckhand skills aboard a fishing vessel
SFISHIP201B	Comply with organisational and legislative requirements
SFISHIP202B	Contribute to safe navigation
SFISHIP206B	Operate a small vessel
SFISHIP207B	Operate and maintain outboard motors

SFISHIP209B	Operate marine communications equipment
SFISHIP212B	Take emergency action on board a vessel
SFISHIP301B	Apply emergency procedures on board a ship

Functional area: Vessel maintenance

MEM18.1AB	Use hand tools
MEM18.2AA	Use power tools/hand held operations
SFISHIP208B	Operate low powered diesel engines
SFISHIP211B	Prepare for maintenance

E. ELECTIVE UNITS

Functional area: Conservation and environment

RTC2401A	Treat weeds
RTC2404A	Treat plant pests, diseases and disorders
RTC2706A	Apply chemicals under supervision
RTD2202A	Conduct erosion and sediment control activities
RTD2501A	Maintain cultural places
RTD2502A	Maintain wildlife habitat refuges
RTD2802A	Record information about country
RTD2803A	Observe and report plants and/or animals

Functional area: Diving operations

SFIFISH201B	Provide support for diving operations
SFIFISH307B	Perform breath hold diving operations
SROSCB001A	Scuba dive in open water to a maximum depth of 18 metres

Functional area: Seafood processing

SFIPROC101B	Clean fish
SFIPROC102B	Clean work area
SFIPROC105A	Fillet fish and prepare portions
SFIPROC106A	Work with knives

Functional area: Seafood transport and storage

SFISTOR201B	Prepare and pack stock for live transport
SFISTOR202B	Receive and distribute product
SFISTOR203B	Assemble and load refrigerated product
TDTD497B	Load and unload goods/cargo
THHGGA06B	Receive and store stock

Functional area: Business services

BSBCMN205A	Use business technology
BSBCMN206A	Process and maintain workplace information
BSBCMN207A	Prepare and process financial/business documents

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BSBCMN208A	Deliver a service to customers
BSBCMN209A	Provide information to clients
R. MARINE ENGINE DRIVER III GROUP OF UNITS	
TDMMB1901A	Carry out basic hull maintenance
TDMMB3601A	Prepare a small vessel's machinery for sea
TDMMF1001A	Provide first aid
TDMMF3901A	Maintain running log including fuel calculations and written reports
TDMMR1801A	Operate deck machinery installed on a small vessel
TDMMR1901A	Safely handle and stow explosive and flammable materials
TDMMR3001A	Operate and carry out basic service checks on small vessel marine propulsion systems
TDMMR3101A	Operate and carry out basic servicing on auxiliary systems
TDMMR3201A	Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems
TDMMR5402A	Carry out refuelling and fuel transfer operations
TDMMU502A	Ensure compliance with environmental considerations in a small domestic vessel

SFI31204 Certificate III in Seafood Industry (Fishing Operations)

Qualification descriptor

This qualification contains the competencies required by an experienced deckhand undertaking a wide range of fishing and vessel-operation tasks and includes the competencies that will lead to certification as a restricted coxswain, a full coxswain and a seafood industry occupational diver. However, being successfully assessed against a competency does not automatically mean that a regulatory licence is issued. A full coxswain is in command of a vessel of up to 12 metres in length operating in waters up to 15 nautical miles from shore. Contact the relevant state or territory marine regulators regarding operational limits for a restricted coxswain and the relevant state or territory occupational health and safety authorities regarding requirements to undertake occupational diving in the seafood industry.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

12 units *plus either* all the units from the Coxswain group (Option 1) *or* 9 elective units as described in Option 2.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 8 fishing specialist units (Group B) with a minimum of 2 units from the vessel operations functional area and a minimum of two from one of the other functional areas ***plus***
- *Option 1* – all units from the Coxswain group (Group R) ***or***
  Option 2 – 9 elective units that may be selected from a combination of:
  - Group B fishing specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate II in Seafood Industry (Fishing Operations) – maximum of 1 unit
  - Certificate IV in Seafood Industry (Fishing Operations) – maximum of 1 unit
  - Certificate III level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting elective units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

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Licences

The issuing of Certificates of Competency (licences) for vessel operations and maintenance is the responsibility of the relevant regulatory authority in each state or territory. Regulatory authorities may set additional requirements to the completion of units listed in the various options for particular Certificates of Competency. These additional requirements may include sea time and completion of an oral exam. At the time of printing, every effort was made by the developer through consultation with regulators to ensure the units identified in the various Certificates of Competency are those required to apply for the Certificate of Competency.

Individuals seeking recognition as a full coxswain must attain all units listed under Group R and meet prerequisite requirements.

Contact state or territory occupational health and safety authorities for units that meet licensing requirements for occupational divers in the seafood industry.

A. COMMON INDUSTRY CORE UNITS

SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

B. FISHING SPECIALIST UNITS

Functional area: Vessel operations

HLTFA1A	Apply basic first aid
SFIEMS301A	Implement and monitor environmentally sustainable work practices
SFISHIP201B	Comply with organisational and legislative requirements
SFISHIP202B	Contribute to safe navigation
SFISHIP206B	Operate a small vessel
SFISHIP207B	Operate and maintain outboard motors
SFISHIP209B	Operate marine communications equipment
SFISHIP211B	Prepare for maintenance
SFISHIP212B	Take emergency action on board a vessel
SFIOHS301B	Implement OHS policies and guidelines

Functional area: Fishing operations

SFIEMS302A	Act to prevent interaction with protected species
SFIFISH203B	Maintain, prepare, deploy and retrieve trawls to land catch
SFIFISH204B	Maintain, prepare, deploy and retrieve pots and traps to land catch
SFIFISH205B	Maintain, prepare, deploy and retrieve drop lines and long lines to land catch
SFIFISH206B	Maintain, prepare, deploy and retrieve hand operated lines to land catch

SFIFISH207B	Maintain, prepare, deploy and retrieve beach seines, mesh nets or gill nets to land catch
SFIFISH208B	Maintain, prepare, deploy and retrieve purse seines to land catch
SFIFISH209B	Maintain the temperature of seafood
SFIFISH210B	Assemble and repair damaged netting
SFIFISH214A	Contribute to at-sea processing of seafood
SFIFISH301B	Adjust and position trawls
SFIFISH302B	Adjust and position pots and traps
SFIFISH303B	Adjust and position drop lines and long lines
SFIFISH304B	Adjust and position hand operated lines
SFIFISH305B	Adjust and position beach seines, mesh nets or gill nets
SFIFISH306B	Adjust and position purse seines
SFIFISH309A	Construct nets and customise design
SFIFISH401B	Locate fishing grounds and stocks of fish
SFIFISH402B	Manage and control fishing operations
SFIOBSV303A	Collect routine fishery management data
Functional area: Diving operations	
SFIDIVE301A	Work effectively as a diver in the seafood industry
SFIDIVE302A	Perform diving operations using surface-supplied breathing apparatus
SFIDIVE303A	Perform diving operations using self-contained underwater breathing apparatus
SFIDIVE304A	Undertake emergency procedures in diving operations using surface-supplied breathing apparatus
SFIDIVE305A	Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus
SFIDIVE306A	Perform compression chamber diving operations
SFIDIVE307A	Perform underwater work in the aquaculture sector
SFIDIVE308A	Perform underwater work in the wild catch sector
SROSCB001A	Scuba dive in open water to a maximum depth of 18 metres

E. ELECTIVE UNITS

Functional area: Aquaculture operations	
SFIAQUA206B	Handle stock
SFIAQUA213B	Monitor stock and environmental conditions
SFIAQUA217A	Maintain stock culture and other farm structures
SFIAQUA303B	Coordinate stock handling activities
SFIAQUA305B	Optimise feed uptake
SFIAQUA309B	Oversee harvest and post-harvest activities
SFIAQUA312A	Oversee the control of pests, predators and diseases

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Functional area: Conservation and environment

FPIFG006A	Extract seed
FPIFG008A	Conduct seed collecting operations
FPIFGM147A	Read and interpret maps
RTD3034A	Implement revegetation works
RTD3132A	Survey pest animals
RTD3212A	Implement erosion and sediment control measures
RTD3405A	Monitor and evaluate the local pest management action plan
RTD3501A	Assist in the implementation of legislation
RTD3502A	Carry out inspection of designated area
RTD3505A	Maintain natural areas
RTD3509A	Collect and preserve biological samples

Functional area: Observer operations

SFIOBSV301A	Monitor and record fishing operations
SFIOBSV302A	Collect reliable scientific data and samples
SFIOBSV304A	Analyse and report on-board observations

Functional area: Quality assurance, food safety and environmental management

FDFCORQFS3A	Monitor the implementation of the quality and food safety program
FDFOPTHCP3A	Participate in a HACCP team
BSBCMN416A	Identify risk and apply risk management process
SFIEMS401A	Conduct an internal audit of an environmental management system

Functional area: Seafood processing

SFIPROC302B	Handle and pack sashimi-grade fish

Functional area: Seafood transport and storage

FDFZMHTS2A	Work with temperature controlled stock
THHGGA07B	Control and order stock

Functional area: Business services

BSBADM304A	Design and develop text documents
BSBADM308A	Process payroll
BSBADM309A	Process accounts payable and receivable
BSBADM408A	Prepare financial reports
BSBCMN305A	Organise workplace information
BSBCMN306A	Produce business documents
BSBCMN307A	Maintain business resources
BSBCMN308A	Maintain financial records
BSBCMN310A	Deliver and monitor a service to customers
BSBCMN313A	Maintain environmental procedures
BSBRKG304A	Maintain business records

Functional area: Corporate management

BSBCMN302A	Organise personal work priorities and development
BSBCMN312A	Support innovation and change
BSBFLM302A	Support leadership in the workplace
BSBFLM303A	Contribute to effective workplace relationships
BSBFLM306A	Provide workplace information and resourcing plans
BSBFLM309A	Support continuous improvement systems and processes
BSBFLM311A	Support a workplace learning environment

Functional area: E-business

BSBEBUS301A	Search and assess online business information
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
BSBEBUS306A	Make payments online
BSBEBUS307A	Bank online
BSBEBUS308A	Maintain online business records

Functional area: Training and assessment

BSZ404A	Train small groups

R. COXSWAIN GROUP OF UNITS

All units in Group R, including listed prerequisite units, are required for the Coxswain Certificate of Competency. Refer to licensing information relevant to this qualification as state or territory marine authorities may have additional requirements.

Prerequisite units:

SFICORE106A	Meet workplace OHS requirements
SFISHIP209B	Operate marine communications equipment
SFISHIP212B	Take emergency action on board a vessel

TDMMB601A	Monitor condition and seaworthiness of a small vessel
TDMMC701B	Apply seamanship skills and techniques when operating a small domestic vessel
TDMMC901B	Manoeuvre a domestic vessel of less than 12 metres in length operating within inshore limits
TDMME101A	Understand orders and be understood in relation to shipboard duties
TDMMF1001A	Provide first aid
TDMMF3201B	Apply domestic regulations when operating a small vessel
TDMMH1202A	Plan and navigate a short voyage within inshore limits
TDMMR3001A	Operate and carry out basic service checks on small vessel marine propulsion systems
TDMMR3101A	Operate and carry out basic servicing on auxiliary systems
TDMMR3201A	Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems

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TDMMR5402A	Carry out refuelling and fuel transfer operations
TDMMU502A	Ensure compliance with environmental considerations in a small domestic vessel

SFI32204 Certificate III in Seafood Industry (Fishing Operations – Marine Engine Driver II)

Qualification descriptor

This qualification contains the competencies required to work on a fishing vessel as a crew member or skipper (if the appropriate certificate is held) undertaking engine room duties and includes the competencies that will lead to certification as a Marine Engine Driver II according to the National Standards for Commercial Vessels. A Marine Engine Driver II can be in charge of an engine room on a vessel where the main engine propulsion system is less than 500 kilowatts.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

12 units *plus* all the units from the Marine Engine Driver II group.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 8 fishing specialist units (Group B) ***plus***
- all units from the Marine Engine Driver II group (Group R).

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

Licences

The issuing of Certificates of Competency (licences) for vessel operations and maintenance is the responsibility of the relevant regulatory authority in each state or territory. Regulatory authorities may set additional requirements to the completion of units listed in the various options for particular Certificates of Competency. These additional requirements may include sea time and completion of an oral exam. At the time of printing, every effort was made by the developer through consultation with regulators to ensure the units identified in the various Certificates of Competency are those required to apply for the Certificate of Competency.

Individuals seeking recognition as a Marine Engine Driver II must attain all units listed under Group R and meet prerequisite requirements.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE106B	Meet workplace OHS requirements
SFICORE105A	Work effectively in the seafood industry

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B. FISHING SPECIALIST UNITS

Functional area: Vessel operations

HLTFA1A	Apply basic first aid
SFIEMS301A	Implement and monitor environmentally sustainable work practices
SFIOHS301B	Implement OHS policies and guidelines
SFISHIP207B	Operate and maintain outboard motors
SFISHIP212B	Take emergency action on board a vessel

Functional area: Vessel maintenance

MEM5.1AA	Manual soldering/desoldering-electrical/electronic components
MEM5.12AB	Perform routine manual metal arc welding
MEM5.15AB	Weld using manual metal arc welding process

Functional area: Fishing operations

SFIEMS302A	Act to prevent interaction with protected species
SFIFISH203B	Maintain, prepare, deploy and retrieve trawls to land catch
SFIFISH204B	Maintain, prepare, deploy and retrieve pots and traps to land catch
SFIFISH205B	Maintain, prepare, deploy and retrieve drop lines and long lines to land catch
SFIFISH206B	Maintain, prepare, deploy and retrieve hand operated lines to land catch
SFIFISH207B	Maintain, prepare, deploy and retrieve beach seines, mesh nets or gill nets to land catch
SFIFISH208B	Maintain, prepare, deploy and retrieve purse seines to land catch
SFIFISH209B	Maintain the temperature of seafood
SFIFISH210B	Assemble and repair damaged netting
SFIFISH301B	Adjust and position trawls
SFIFISH302B	Adjust and position pots and traps
SFIFISH303B	Adjust and position drop lines and long lines
SFIFISH304B	Adjust and position hand operated lines
SFIFISH305B	Adjust and position beach seines, mesh nets or gill nets
SFIFISH306B	Adjust and position purse seines
SFIFISH401B	Locate fishing grounds and stocks of fish
SFIFISH402B	Manage and control fishing operations

R. MARINE ENGINE DRIVER II GROUP OF UNITS

The Marine Engine Driver III group of units is a prerequisite requirement for the Marine Engine Driver II Certificate of Competency. A further prerequisite requirement is the successful completion of:

MEM18.1AB Use hand tools

MEM18.2AA Use power tools/hand held operations

SFICORE106A Meet workplace OHS requirements

SFISHIP212B Take emergency action on board a vessel

Refer to licensing information relevant to this qualification as state or territory marine authorities may have additional requirements.

TDMMB2901A	Recognise and correct deteriorated fittings and machinery
TDMMF2700A	Prevent, control and fight fires on board a small vessel
TDMMF4001A	Carry out basic operational engineering calculations
TDMMR2701A	Operate and maintain marine internal combustion engines on a vessel of 750 KW or less
TDMMR2801A	Operate and maintain auxiliary systems on vessels up to 750KW propulsion power
TDMMR2901A	Operate and maintain marine low and medium voltage electrical systems

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SFI33204 Certificate III in Seafood Industry (Fishing Operations – Master V/Skipper 3)

Qualification descriptor

This qualification contains the competencies required to operate a fishing vessel and gain certification as a Master V/Skipper 3 according to the National Standards for Commercial Vessels. A Master V/Skipper 3 is in command of a fishing vessel of up to 24 metres in length operating in waters up to 200 nautical miles from shore.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

12 units *plus* all the units from the Master V/Skipper 3 group.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 8 fishing specialist units (Group B) with a minimum of 2 units from each of the vessel operations and fishing operations functional areas ***plus***
- all units from the Master V/Skipper 3 group (Group R).

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

Licences

The issuing of Certificates of Competency (licences) for vessel operations and maintenance is the responsibility of the relevant regulatory authority in each state or territory. Regulatory authorities may set additional requirements to the completion of units listed in the various options for particular Certificates of Competency. These additional requirements may include sea time and completion of an oral exam. At the time of printing, every effort was made by the developer through consultation with regulators to ensure the units identified in the various Certificates of Competency are those required to apply for the Certificate of Competency.

Individuals seeking recognition as Master V/Skipper 3 must attain all units listed under Group R and meet prerequisite requirements.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

B. FISHING SPECIALIST UNITS

Functional area: Vessel operations

HLTFA1A	Apply basic first aid
SFIEMS301A	Implement and monitor environmentally sustainable work practices
SFIOHS301B	Implement OHS policies and guidelines
SFISHIP207B	Operate and maintain outboard motors
SFISHIP209B	Operate marine communications equipment
SFISHIP212B	Take emergency action on board a vessel
SFISHIP213B	Operate Inmarsat C communications equipment

Functional area: Fishing operations

SFIEMS302A	Act to prevent interaction with protected species
SFIFISH203B	Maintain, prepare, deploy and retrieve trawls to land catch
SFIFISH204B	Maintain, prepare, deploy and retrieve pots and traps to land catch
SFIFISH205B	Maintain, prepare, deploy and retrieve drop lines and long lines to land catch
SFIFISH206B	Maintain, prepare, deploy and retrieve hand operated lines to land catch
SFIFISH207B	Maintain, prepare, deploy and retrieve beach seines, mesh nets or gill nets to land catch
SFIFISH208B	Maintain, prepare, deploy and retrieve purse seines to land catch
SFIFISH209B	Maintain the temperature of seafood
SFIFISH210B	Assemble and repair damaged netting
SFIFISH301B	Adjust and position trawls
SFIFISH302B	Adjust and position pots and traps
SFIFISH303B	Adjust and position drop lines and long lines
SFIFISH304B	Adjust and position hand operated lines
SFIFISH305B	Adjust and position beach seines, mesh nets or gill nets
SFIFISH306B	Adjust and position purse seines
SFIFISH309A	Construct nets and customise design
SFIFISH401B	Locate fishing grounds and stocks of fish
SFIFISH402B	Manage and control fishing operations
SFIOBSV303A	Collect routine fishery management data

Functional area: Aquaculture operations

SFIAQUA206B	Handle stock
SFIAQUA213B	Monitor stock and environmental conditions
SFIAQUA217A	Maintain stock culture and other farm structures
SFIAQUA303B	Coordinate stock handling activities
SFIAQUA305B	Optimise feed uptake

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SFIAQUA309B	Oversee harvest and post-harvest activities
SFIAQUA312A	Oversee the control of pests, predators and diseases

R. MASTER V/SKIPPER 3 GROUP OF UNITS

All units in Group R, including listed prerequisite units, are required for the Master V/Skipper 3 Certificate of Competency. Refer to licensing information relevant to this qualification as state or territory marine authorities may have additional requirements.

Prerequisite units:

SFICORE106A	Meet workplace OHS requirements
SFISHIP209B	Operate marine communications equipment
SFISHIP212B	Take emergency action on board a vessel
TDMMA1101A	Maintain the stability of a vessel using basic stability information
TDMMB101B	Perform routine remedial, preventative and survey deck maintenance on a vessel
TDMMB601A	Monitor condition and seaworthiness of a small vessel
TDMMB701A	Slip vessel and maintain hull
TDMMC1001B	Steer a domestic vessel under the direction of the master or officer in charge of the watch
TDMMC701B	Apply seamanship skills and techniques when operating a small domestic vessel
TDMMC801A	Manoeuvre a vessel less than 24 metres in length within inshore limits
TDMME101A	Understand orders and be understood in relation to shipboard duties
TDMMF201A	Respond to navigational emergencies
TDMMF1001A	Provide first aid
TDMMF3201B	Apply domestic regulations when operating a small vessel
TDMMF4702A	Contribute to maintaining a safe watch on a domestic vessel
TDMMH1102A	Use radar to maintain safe navigation
TDMMH1302A	Apply weather information when navigating a small vessel
TDMMH801A	Plan and navigate an inshore passage
TDMMR101A	Operate and maintain steering gear arrangements
TDMMR201A	Use and maintain deck equipment and machinery
TDMMR301A	Operate fuel, fresh and ballast water, bilge and fire pumping systems installed in a vessel
TDMMR5502A	Perform rigging and lifting operations on board a small domestic vessel
TDMMR5402A	Carry out refuelling and fuel transfer operations
TDMMU502A	Ensure compliance with environmental considerations in a small domestic vessel

SFI41204 Certificate IV in Seafood Industry (Fishing Operations)

Qualification descriptor

This qualification contains the competencies required to operate a large fishing vessel and gain certification as a Skipper 2 according to the National Standards for Commercial Vessels. A Skipper 2 is in command of a fishing vessel of up to 35 metres in length operating in waters up to 600 nautical miles from shore (Australian coastal and middle waters) or a fishing vessel of up to 80 metres in length operating in waters up to 200 nautical miles from shore. Further details are included in the National Standards for Commercial Vessels. A skipper at this level may be expected to comply with legislative requirements relating to occupational health and safety, environment and food safety.

Entry requirements

There are no entry requirements for this qualification.

However if Option 2 below is chosen, the Master V/Skipper 3 Certificate of Competency is a prerequisite regulatory requirement.

Minimum qualification requirements

8 units ***plus either*** 4 elective units and all the units from the Skipper 2 group (Option 1) ***or*** 13 elective units (Option 2).

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 4 fishing specialist units (Group B) with a minimum of 1 unit from each of the vessel operations and fishing operations functional areas and 2 units from the specialised management systems functional area ***plus***
- *Option 1* – all the units from the Skipper 2 group and 4 elective units ***or***
  Option 2 – 13 elective units
  The elective units for both *Option 1* and *Option 2* must be selected from a combination of:
  - Group B fishing specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate III in Seafood Industry (Fishing Operations) – maximum of 1 unit
  - Diploma of Seafood Industry (Fishing Operations) – maximum of 1 unit
  - Certificate IV in Seafood Industry (Fishing Charter Operations) – maximum of 1 unit
  - Certificate IV level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting elective units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

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Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

Licences

The issuing of Certificates of Competency (licences) for vessel operations and maintenance is the responsibility of the relevant regulatory authority in each state or territory. Regulatory authorities may set additional requirements to the completion of units listed in the various options for particular Certificates of Competency. These additional requirements may include sea time and completion of an oral exam. At the time of printing, every effort was made by the developer through consultation with regulators to ensure the units identified in the various Certificates of Competency are those required to apply for the Certificate of Competency.

Individuals seeking recognition as a Skipper 2 must attain all units listed under Group R and meet prerequisite requirements.

A. COMMON INDUSTRY CORE UNITS

SFICORE101B	Apply basic food handling techniques
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

B. FISHING SPECIALIST UNITS

Functional area: Vessel operations

HLTFA1A	Apply basic first aid
SFIOHS301B	Implement OHS policies and guidelines
SFISHIP213B	Operate Inmarsat C communications equipment
SFISHIP402B	Manage the vessel's compliance with operational and legislative requirements

Functional area: Fishing operations

SFIFISH214A	Contribute to at-sea processing of seafood
SFIFISH301B	Adjust and position trawls
SFIFISH302B	Adjust and position pots and traps
SFIFISH303B	Adjust and position drop lines and long lines
SFIFISH304B	Adjust and position hand operated lines
SFIFISH305B	Adjust and position beach seines, mesh nets or gill nets
SFIFISH306B	Adjust and position purse seines
SFIFISH309A	Construct nets and customise designs
SFIFISH401B	Locate fishing grounds and stocks of fish
SFIFISH402B	Manage and control fishing operations

Functional area: Specialised management systems

BSBCMN413A	Implement and monitor environmental policies
BSBMGT507A	Manage environmental performance
MTMCOR402A	Facilitate quality assurance process
MTMMP72B	Facilitate hygiene and sanitation performance
MTMPSR406A	Manage and maintain a food safety plan
RTC4908A	Supervise work routines and staff performance
SFIOHS501B	Establish and maintain the enterprise OHS program
SFIEMS301A	Implement and monitor environmentally sustainable work practices

E. ELECTIVE UNITS

Functional area: Conservation and environment

RTC5011A	Collect and classify plants
RTD4020A	Plan the implementation of revegetation works
RTD4205A	Set out conservation earthworks
RTD4207A	Supervise on-site implementation of conservation earthworks
RTD4303A	Prepare safe operating procedures for calibration of equipment
RTD4402A	Define the pest problem in a local area
RTD4403A	Develop a pest management action plan within a local area
RTD4404A	Develop monitoring procedures for the local pest management strategy
RTD4405A	Coordinate the local pest management strategy
RTD4406A	Implement pest management action plans
RTD4407A	Investigate a reported pest treatment failure
RTD4503A	Inspect and monitor cultural places
RTD4504A	Monitor biodiversity
RTD4507A	Produce maps for land management purposes
RTD4508A	Protect places of cultural significance
RTD4510A	Supervise natural area restoration works
RTD4906A	Develop work practices to accommodate cultural identity

Functional area: Seafood transport and storage

TDTA2597C	Regulate temperature controlled stock
TDTR298B	Source goods/services and evaluate contractors

Functional area: Maintenance and operations support

RTC4306A	Supervise maintenance of property, machinery and equipment

Functional area: Quality assurance, food safety and environmental management

BSBCMN416A	Identify risk and apply risk management process
SFIEMS302A	Act to prevent interaction with protected species
SFIEMS401A	Conduct an internal audit of an environmental management system

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Functional area: Business services

BSBADM308A	Process payroll
BSBADM402A	Produce complex business documents
BSBADM407A	Administer projects
BSBADM408A	Prepare financial reports
BSBCMN402A	Develop work priorities
BSBCMN405A	Analyse and present research information
BSBCMN407A	Coordinate business resources
BSBCMN410A	Coordinate implementation of customer service strategies

Functional area: E-business

BSBEBUS401A	Conduct online research
BSBEBUS403A	Communicate electronically
BSBEBUS405A	Conduct online financial transactions
BSBEBUS407A	Review and maintain the business aspects of a website
BSBEBUS408A	Implement and monitor delivery of quality customer service online
BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS502A	Evaluate e-business models

Functional area: Corporate management

BSBATSIC411A	Communicate with the community
BSBCMN404A	Develop teams and individuals
BSBCMN412A	Promote innovation and change
BSBFLM402A	Show leadership in the workplace
BSBFLM404A	Lead work teams
BSBFLM406A	Implement workplace information system
BSBFLM409A	Implement continuous improvement
BSBHR401A	Administer human resource systems
BSBHR402A	Recruit and select personnel
BSBHR404A	Co-ordinate human resource services
BSBMGT502A	Manage people performance

Functional area: Small business management

BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations

BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team

Functional area: Training and assessment

BSZ401A	Plan assessment
BSZ402A	Conduct assessment
BSZ403A	Review assessment
BSZ404A	Train small groups
BSZ405A	Plan and promote a training program
BSZ406A	Plan a series of training sessions
BSZ407A	Deliver training sessions
BSZ408A	Review training

Functional area: Industry leadership Focus A – sector representation

SFILEAD401A	Develop and promote knowledge of the industry sector
SFILEAD402A	Negotiate effectively for the sector
SFILEAD403A	Demonstrate commitment and professionalism

Functional area: Industry leadership Focus B – Management Advisory Committee membership

SFILEAD404A	Provide expert information to a Management Advisory Committee
SFILEAD405A	Analyse information to develop strategic fisheries management options within the Management Advisory Committee
SFILEAD406A	Negotiate collective outcomes within the Management Advisory Committee process

R. SKIPPER 2 GROUP OF UNITS

The Master V/Skipper 3 Certificate of Competency is a prerequisite requirement for the Skipper 2 Certificate of Competency. Refer to licensing information relevant to this qualification as state or territory marine authorities may have additional requirements.

TDMMA901A	Prepare a cargo plan for cargo loading and unloading operations
TDMMA1201A	Manage stress and dynamic factors affecting a small vessel's stability
TDMMC501A	Manoeuvre a vessel of less than 80 metres in length in any prevailing condition
TDMMC601A	Manage a propulsion unit using the appropriate engine systems and support services
TDMME101A	Understand orders and be understood in relation to shipboard duties
TDMMF4802A	Execute watch keeping arrangements and procedures on a domestic vessel
TDMMH201A	Determine position of the vessel and the accuracy of the resultant position
TDMMH501A	Use radar and other electronic aids to maintain safety of navigation
TDMMH601A	Plan and conduct a coastal passage and determine position
TDMMH701A	Apply weather information when navigating a small vessel

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TDMMH1302A	Apply weather information when navigating a small vessel
TDMML201A	Contribute to effective human relationships on board a vessel
TDMML301A	Establish and maintain a harmonious workplace environment
TDMR5502A	Perform routine rigging and lifting operations on board a vessel
TDMMU401A	Ensure compliance with pollution prevention measures

SFI42204 Certificate IV in Seafood Industry (Fishing Operations – Marine Engine Driver I)

Qualification descriptor

This qualification contains the competencies required to work on a fishing vessel as a crew member or skipper (if the appropriate certificate is held) undertaking engine room duties, and includes the competencies that will lead to certification as a Marine Engine Driver I according to the National Standards for Commercial Vessels. A Marine Engine Driver I can be in charge of an engine room on a vessel where the main engine propulsion system is less than 750 kilowatts. A marine engine driver at this level may be expected to comply with legislative requirements relating to occupational health and safety, environment and food safety.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

12 units *plus* all the units from the Marine Engine Driver I group.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 8 fishing specialist units (Group B) with a minimum of 1 unit from the fishing operations functional area ***plus***
- all units from the Marine Engine Driver I group (Group R).

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

Licences

The issuing of Certificates of Competency (licences) for vessel operations and maintenance is the responsibility of the relevant regulatory authority in each state or territory. Regulatory authorities may set additional requirements to the completion of units listed in the various options for particular Certificates of Competency. These additional requirements may include sea time and completion of an oral exam. At the time of printing, every effort was made by the developer through consultation with regulators to ensure the units identified in the various Certificates of Competency are those required to apply for the Certificate of Competency.

Individuals seeking recognition as a Marine Engine Driver I must attain all units listed under Group R and meet prerequisite requirements.

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A. COMMON INDUSTRY CORE UNITS

SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

B. FISHING SPECIALIST UNITS

Functional area: Vessel operations

HLTFA1A	Apply basic first aid
MEM18.1AB	Use hand tools
MEM18.2AA	Use power tools/hand held operations
MEM5.12AB	Perform routine manual metal arc welding
MEM5.7AB	Manual heating and thermal cutting
SFIOHS301B	Implement OHS policies and guidelines
SFISHIP212B	Take emergency action on board a vessel
SFISHIP402B	Manage the vessel's compliance with operational and legislative requirements

Functional area: Fishing operations

SFIEMS302A	Act to prevent interaction with protected species
SFIFISH203B	Maintain, prepare, deploy and retrieve trawls to land catch
SFIFISH204B	Maintain, prepare, deploy and retrieve pots and traps to land catch
SFIFISH205B	Maintain, prepare, deploy and retrieve drop lines and long lines to land catch
SFIFISH206B	Maintain, prepare, deploy and retrieve hand operated lines to land catch
SFIFISH207B	Maintain, prepare, deploy and retrieve beach seines, mesh nets or gill nets to land catch
SFIFISH208B	Maintain, prepare, deploy and retrieve purse seines to land catch
SFIFISH214A	Contribute to at-sea processing of seafood
SFIFISH301B	Adjust and position trawls
SFIFISH302B	Adjust and position pots and traps
SFIFISH303B	Adjust and position drop lines and long lines
SFIFISH304B	Adjust and position hand operated lines
SFIFISH305B	Adjust and position beach seines, mesh nets or gill nets
SFIFISH306B	Adjust and position purse seines
SFIFISH401B	Locate fishing grounds and stocks of fish
SFIFISH402B	Manage and control fishing operations

Functional area: Specialised management systems

BSBCMN413A	Implement and monitor environmental policies
BSBMGT507A	Manage environmental performance

MTMCOR402A	Facilitate quality assurance process
MTMMP72B	Facilitate hygiene and sanitation performance
RTC4908A	Supervise work routines and staff performance
SFIOHS501B	Establish and maintain the enterprise OHS program
SFIEMS301A	Implement and monitor environmentally sustainable work practices

R. MARINE ENGINE DRIVER I GROUP OF UNITS

The Marine Engine Driver II and Marine Engine Driver III groups of units are a prerequisite requirement for the Marine Engine Driver I Certificate of Competency. A further prerequisite requirement is the successful completion of:

MEM18.1AB	Use hand tools
MEM18.2AA	Use power tools/hand held operations
MEM5.7AB	Manual heating and thermal cutting
MEM5.12AB	Perform routine manual metal arc welding.
SFICORE106A	Meet workplace OHS requirements
SFISHIP212B	Take emergency action on board a vessel

Refer to licensing information relevant to this qualification as state or territory marine authorities may have additional requirements.

TDMMB3101A	Organise maintenance and repairs on a small vessel
TDMMB3501A	Employ damage control techniques for hull damage
TDMME101A	Understand orders and be understood in relation to shipboard duties
TDMMF1001A	Provide first aid
TDMMF401A	Maintain the operational condition of life-saving, fire fighting and other safety systems
TDMMF4101A	Carry out engineering calculations related to maintenance and operations
TDMMR1901A	Safely handle and stow explosive and flammable material
TDMMR201A	Use and maintain deck equipment and machinery
TDMMR2401A	Operate and maintain internal combustion engines and propulsion transmission systems
TDMMR2501A	Operate and maintain auxiliary machinery systems, including steering gear and refrigeration systems
TDMMR2601A	Operate, test and maintain marine electrical and control equipment

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SFI50204 Diploma of Seafood Industry (Fishing Operations)

Qualification descriptor

This qualification prepares skippers to manage fishing operations, including aspects of personnel and business management. It is highly desirable that candidates will hold current Skipper 3 and Marine Engine Driver II Certificates of Competency. Units in workplace assessment and business operations are electives.

Entry requirements

There are no entry requirements for this qualification.

It is recommended that candidates enrolling in this qualification hold current Master V/Skipper 3 and Marine Engine Driver Level II Certificates of Competency. The units leading to these licences are detailed in SFI33204 Certificate III in Seafood Industry (Fishing Operations – Master V/Skipper 3) and SFI32204 Certificate III in Seafood Industry (Fishing Operations – Marine Engine Driver Level II) respectively.

Minimum qualification requirements

23 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 4 fishing specialist units (Group B) ***plus***
- 15 elective units that may be selected from a combination of:
  - Group B fishing specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate IV in Seafood Industry (Fishing Operations) – maximum of 1 unit
  - Diploma level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY CORE	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

B. FISHING SPECIALIST UNITS

BSBMGT610A	Manage environmental management systems
RTE5304A	Implement a machinery management system
SFIFISH301B	Adjust and position trawls
SFIFISH302B	Adjust and position pots and traps
SFIFISH303B	Adjust and position drop lines and long lines
SFIFISH304B	Adjust and position hand operated lines
SFIFISH305B	Adjust and position beach seines, mesh nets or gill nets
SFIFISH306B	Adjust and position purse seines
SFIFISH401B	Locate fishing grounds and stocks of fish
SFIFISH402B	Manage and control fishing operations
SFIEMS501A	Develop workplace policy for sustainability
SFIOHS501B	Establish and maintain the enterprise OHS program
TAADEL502A	Facilitate group process

E. ELECTIVE UNITS

Functional area: Conservation and environment

RTD5003A	Manage natural area restoration programs
RTD5102A	Manage fauna populations
RTD5202A	Design control measures and structures
RTD5203A	Plan erosion and sediment control measures
RTD5204A	Plan conservation earthworks
RTD5401A	Define the pest problem in a regional or broader context
RTD5402A	Develop a strategy for the management of target pests
RTD5403A	Develop a system for monitoring the pest management strategy
RTD5404A	Coordinate the pest management strategy in a regional or broader context
RTD5405A	Evaluate the pest management strategy
RTD5502A	Conduct field research into natural and cultural resources
RTD5503A	Design a natural area restoration project
RTD5507A	Develop conservation strategies for cultural resources
RTD5522A	Plan river restoration works

Functional area: Occupational health and safety

HLTFA1A	Apply basic first aid

Functional area: Fishing charter operations

SFIFCHA302B	Operate an inshore day charter
SFIFCHA501B	Plan and manage extended fishing charter trips

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Functional area: Quality assurance and food safety

MTMPS5603A	Develop, manage and maintain quality systems
MTMPSR5601	Design and manage the food safety system

Functional area: Business services

BSBADM502A	Manage meetings
BSBADM504A	Plan or review administration systems
BSBADM505A	Manage payroll
BSBCMN419A	Manage projects
BSBFLM505A	Manage operational plan
BSBHR504A	Manage industrial relations policies and processes
BSBHR506A	Manage recruitment selection and induction processes
BSBMGT503A	Prepare budgets and financial plans
BSBMGT504A	Manage budgets and financial plans
BSBMGT603A	Review and develop business plans
BSBMGT604A	Manage business operations
BSBMGT607A	Manage knowledge and information

Functional area: Community management

CHCCD4C	Develop and implement community programs
LGACOM502B	Devise and conduct community consultation
RTC5913A	Collect and manage data
RTC5914A	Prepare reports
RTD5517A	Propose a negotiated outcome for a given area of country
RTD5802A	Support group and community changes in resource management
RTD5803A	Operate within community cultures and goals
RTD5805A	Facilitate development of group goals and projects
RTD5806A	Promote group formation and development
RTD5910A	Contribute to regional planning process
RTD5911A	Manage the incorporation of a group
RTD6504A	Coordinate the preparation of a regional resource management plan
RTD6505A	Map regional issues and stakeholders
SFIPROC611B	Participate in a media interview or presentation
TDTR398B	Negotiate a contract

Functional area: Small business management

BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business

BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team
Functional area: Strategic management	
BSBATSIC411A	Communicate with the community
BSBFLM501A	Manage personal work priorities and professional development
BSBFLM502A	Provide leadership in the workplace
BSBFLM506A	Manage workplace information systems
BSBFLM509A	Promote continuous improvement
BSBFLM510A	Facilitate and capitalise on change and innovation
BSBFLM511A	Develop a workplace learning environment
BSBMGT502A	Manage people performance
BSBMGT507A	Manage environmental performance
BSBMGT601A	Contribute to strategic direction
BSBMGT605A	Provide leadership across the organisation
BSBMGT609A	Manage risk
BSBMGT610A	Manage environmental management systems
Functional area: E-business	
BSBEBUS503A	Design an e-business
BSBEBUS504A	Implement an e-business strategy
BSBEBUS505A	Implement new technologies for business
BSBEBUS506A	Plan and develop a business website
BSBEBUS509A	Implement e-business outsourcing arrangements
BSBEBUS510A	Manage e-business outsourcing
BSBEBUS516A	Manage online purchasing
BSBEBUS518A	Manage an e-business supply chain
BSBEBUS519A	Manage online sales systems
BSBEBUS520A	Manage online payments system
BSBEBUS603A	Evaluate new technologies for business
BSBEBUS606A	Manage e-business risk
BSBEBUS613A	Develop online customer service strategies

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Functional area:	**Industry leadership Focus C – strategic development**
SFILEAD501B	Develop and promote industry knowledge
SFILEAD502B	Shape strategic thinking
SFILEAD503B	Cultivate productive working relationships
SFILEAD504B	Plan and achieve change and results
SFILEAD505B	Communicate with influence
SFILEAD506B	Demonstrate personal drive and integrity
SFILEAD507B	Provide corporate leadership

SFI30304 Certificate III in Seafood Industry (Fishing Charter Operations)

Qualification descriptor

This qualification sets out the competencies required to effectively operate a limited (inshore, day or part day based) fishing charter business. The qualification contains the competencies required to gain a full Coxswain Certificate of Competency. However, being successfully assessed against a competency does not automatically mean that a regulatory licence is issued. A full coxswain is in command of a vessel of up to 12 metres in length operating in waters up to 15 nautical miles from shore.

Entry requirements

There are no entry requirements for this qualification.

Candidates should note that in most jurisdictions, marine authorities require fishing charter operators to hold a current Certificate of Competency (licence) such as a coxswain licence.

Minimum qualification requirements

12 units *plus either* all the units from Coxswain group (Option 1) *or* 9 elective units as described in Option 2.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 8 fishing charter specialist units (Group B) ***plus***
- *Option 1* – all units from the Coxswain group (Group R) ***or***
  Option 2 – 9 elective units that may be selected from a combination of:
  - Group B fishing charter specialist units not yet selected for this qualification
  - Group E elective units
  - Diploma of Seafood Industry (Fishing Charter) – maximum of 1 unit
  - Certificate III level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Group B unit SFIFCHA302B Operate an inshore day charter is mandatory.

Care should be taken in selecting elective units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

Licences

The issuing of Certificates of Competency (licences) for vessel operations is the responsibility of the relevant regulatory authority in each state or territory. Regulatory authorities may set additional requirements to the completion of units listed in the various options for particular Certificates of Competency. These additional requirements may include sea time and completion of an oral exam.

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At the time of printing, every effort was made by the developer through consultation with regulators to ensure the units identified in the various Certificates of Competency are those required to apply for the Certificate of Competency.

Individuals seeking recognition as a full coxswain must attain all units listed under Group R and meet prerequisite requirements.

A. COMMON INDUSTRY CORE UNITS

SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

B. FISHING CHARTER SPECIALIST UNITS

HLTFA1A	Apply basic first aid
SFIFCHA301B	Develop information and advice on fishing charter trips
SFIFCHA302B	Operate an inshore day charter *(mandatory unit for this qualification)*
SFIEMS301A	Implement and monitor environmentally sustainable work practices
SFIFISH206B	Maintain, prepare, deploy and retrieve hand operated lines to land catch
SFIFISH215A	Apply deckhand skills aboard a fishing vessel
SFIFISH304B	Adjust and position hand operated lines
SFIOHS301B	Implement OHS policies and guidelines
SFISHIP209B	Operate marine communications equipment
SFISHIP212B	Take emergency action on board a vessel
SFISHIP301B	Apply emergency procedures on board a ship
THHGCS03B	Deal with conflict situations
THTFTO01B	Conduct pre-departure checks
THTSOP06B	Receive and process reservations
THTTCO01B	Develop and update tourism industry knowledge

E. ELECTIVES

Functional area: Fishing charter operations

THTSOP04B	Sell tourism products and services

Functional area: Environmental management

BSBCMN416A	Identify risk and apply risk management process
SFIEMS401A	Conduct an internal audit of an environmental management system

Functional area: Seafood transport and storage

THHGGA07B	Control and order stock
FDFZMHTS2A	Work with temperature controlled stock

Functional area: Business services

BSBADM304A	Design and develop text documents
BSBADM308A	Process payroll
BSBADM309A	Process accounts payable and receivable
BSBADM408A	Prepare financial reports
BSBCMN305A	Organise workplace information
BSBCMN306A	Produce business documents
BSBCMN307A	Maintain business resources
BSBCMN308A	Maintain financial records
BSBCMN310A	Deliver and monitor a service to customers
BSBCMN313A	Maintain environmental procedures
BSBRKG304A	Maintain business records

Functional area: Corporate management

BSBCMN302A	Organise personal work priorities and development
BSBCMN312A	Support innovation and change
BSBFLM302A	Support leadership in the workplace
BSBFLM303A	Contribute to effective workplace relationships
BSBFLM306A	Provide workplace information and resourcing plans
BSBFLM309A	Support continuous improvement systems and processes
BSBFLM311A	Support a workplace learning environment

Functional area: E-business

BSBEBUS301A	Search and assess online business information
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
BSBEBUS306A	Make payments online
BSBEBUS307A	Bank online
BSBEBUS308A	Maintain online business records

Functional area: Training and assessment

BSZ404A	Train small groups

R. COXSWAIN GROUP OF UNITS

All units in Group R, including listed prerequisite units, are required for the Coxswain Certificate of Competency. Refer to licensing information relevant to this qualification as state or territory marine authorities may have additional requirements.

Prerequisite units:

SFICORE106A	Meet workplace OHS requirements
SFISHIP209B	Operate marine communications equipment
SFISHIP212B	Take emergency action on board a vessel

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TDMMB601A	Monitor condition and seaworthiness of a small vessel
TDMMC701B	Apply seamanship skills and techniques when operating a small domestic vessel
TDMMC901B	Manoeuvre a domestic vessel of less than 12 metres in length operating within inshore limits
TDMME101A	Understand orders and be understood in relation to shipboard duties
TDMMF1001A	Provide first aid
TDMMF3201B	Apply domestic regulations when operating a small vessel
TDMMH1202A	Plan and navigate a short voyage within inshore limits
TDMMR3001A	Operate and carry out basic service checks on small vessel marine propulsion systems
TDMMR3101A	Operate and carry out basic servicing on auxiliary systems
TDMMR3201A	Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems
TDMMR5402A	Carry out refuelling and fuel transfer operations
TDMMU502A	Ensure compliance with environmental considerations in a small domestic vessel

SFI50304 Diploma of Seafood Industry (Fishing Charter Operations)

Qualification descriptor

This qualification sets out the competencies required to effectively operate an extended (at sea and overnight) fishing charter business.

Entry requirements

There are no entry requirements for this qualification.

Candidates should note that in most jurisdictions, marine authorities require fishing charter operators to hold a current Certificate of Competency (licence) such as Coxswain, Master V/Skipper 3 or Master IV.

Minimum qualification requirements

23 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 8 fishing charter specialist units (Group B) ***plus***
- 11 elective units that may be selected from a combination of:
  - Group B fishing charter specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate IV in Seafood Industry (Fishing Operations) – maximum of 1 unit
  - Diploma level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Group B unit SFIFCHA501B *Plan and manage extended fishing charter trips* is mandatory.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements
B. FISHING CHARTER SPECIALIST UNITS	
Functional area: Fishing charter operations	
SFIFCHA301B	Develop information and advice on fishing charter trips
SFIFCHA302B	Operate an inshore day charter

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SFIFCHA501B	Plan and manage extended fishing charter trips *(mandatory unit for this qualification)*
SFIFISH206B	Maintain, prepare, deploy and retrieve hand operated lines to land catch
SFIFISH304B	Adjust and position hand operated lines
SFIEMS501A	Develop workplace policy for sustainability
SFIOHS501B	Establish and maintain the enterprise OHS program
TAADEL502A	Facilitate group process
THHGCS03B	Deal with conflict situations
THHGCS08B	Establish and conduct business relationships
THHGLE20B	Develop and update the legal knowledge required for business compliance
THHGLE12B	Develop and manage marketing strategies
THTFTO01B	Conduct pre-departure checks
THTPPD06B	Plan and develop ecologically sustainable tourism operations
THTSOP04B	Sell tourism products and services
THTSOP05B	Prepare quotations
THTSOP06B	Receive and process reservations
THTSOP17B	Allocate tour resources
THTTCO01B	Develop and update tourism industry knowledge

E. ELECTIVE UNITS

Functional area: Conservation and environment

RTD5003A	Manage natural area restoration programs
RTD5102A	Manage fauna populations
RTD5202A	Design control measures and structures
RTD5203A	Plan erosion and sediment control measures
RTD5204A	Plan conservation earthworks
RTD5401A	Define the pest problem in a regional or broader context
RTD5402A	Develop a strategy for the management of target pests
RTD5403A	Develop a system for monitoring the pest management strategy
RTD5404A	Coordinate the pest management strategy in a regional or broader context
RTD5405A	Evaluate the pest management strategy
RTD5502A	Conduct field research into natural and cultural resources
RTD5503A	Design a natural area restoration project
RTD5507A	Develop conservation strategies for cultural resources
RTD5522A	Plan river restoration works

Functional area: Occupational health and safety

HLTFA1A	Apply basic first aid

Functional area: Seafood sales, distribution and marketing

RTE5921A	Market products and services
THHGCS07B	Coordinate marketing activities

Functional area: Seafood transport and storage

TDTA2597C	Regulate temperature controlled stock
TDTR298B	Source goods/services and evaluate contractors

Functional area: Business services

BSBADM502A	Manage meetings
BSBADM504A	Plan or review administration systems
BSBADM505A	Manage payroll
BSBCMN419A	Manage projects
BSBFLM505A	Manage operational plan
BSBHR504A	Manage industrial relations policies and processes
BSBHR506A	Manage recruitment selection and induction processes
BSBMGT503A	Prepare budgets and financial plans
BSBMGT504A	Manage budgets and financial plans
BSBMGT603A	Review and develop business plans
BSBMGT604A	Manage business operations
BSBMGT607A	Manage knowledge and information

Functional area: Community management

CHCCD4C	Develop and implement community programs
LGACOM502B	Devise and conduct community consultation
RTC5913A	Collect and manage data
RTC5914A	Prepare reports
RTD5517A	Propose a negotiated outcome for a given area of country
RTD5802A	Support group and community changes in resource management
RTD5803A	Operate within community cultures and goals
RTD5805A	Facilitate development of group goals and projects
RTD5806A	Promote group formation and development
RTD5910A	Contribute to regional planning process
RTD5911A	Manage the incorporation of a group
RTD6504A	Coordinate the preparation of a regional resource management plan
RTD6505A	Map regional issues and stakeholders
SFIPROC611B	Participate in a media interview or presentation
TDTR398B	Negotiate a contract

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Functional area: Small business management

BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team

Functional area: Strategic management

BSBATSIC411A	Communicate with the community
BSBFLM501A	Manage personal work priorities and professional development
BSBFLM502A	Provide leadership in the workplace
BSBFLM506A	Manage workplace information systems
BSBFLM509A	Promote continuous improvement
BSBFLM510A	Facilitate and capitalise on change and innovation
BSBFLM511A	Develop a workplace learning environment
BSBMGT502A	Manage people performance
BSBMGT507A	Manage environmental performance
BSBMGT601A	Contribute to strategic direction
BSBMGT605A	Provide leadership across the organisation
BSBMGT609A	Manage risk
BSBMGT610A	Manage environmental management systems

Functional area: E-business

BSBEBUS503A	Design an e-business
BSBEBUS504A	Implement an e-business strategy
BSBEBUS505A	Implement new technologies for business
BSBEBUS506A	Plan and develop a business website
BSBEBUS509A	Implement e-business outsourcing arrangements
BSBEBUS510A	Manage e-business outsourcing
BSBEBUS516A	Manage online purchasing
BSBEBUS518A	Manage an e-business supply chain
BSBEBUS519A	Manage online sales systems
BSBEBUS520A	Manage online payments system
BSBEBUS603A	Evaluate new technologies for business
BSBEBUS606A	Manage e-business risk
BSBEBUS613A	Develop online customer service strategies

Functional area: Industry leadership Focus C – strategic development	
SFILEAD501B	Develop and promote industry knowledge
SFILEAD502B	Shape strategic thinking
SFILEAD503B	Cultivate productive working relationships
SFILEAD504B	Plan and achieve change and results
SFILEAD505B	Communicate with influence
SFILEAD506B	Demonstrate personal drive and integrity
SFILEAD507B	Provide corporate leadership

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SFI20404 Certificate II in Seafood Industry (Fisheries Compliance Support)

Qualification descriptor

This qualification represents the competencies relevant to people working at a local level in a support role to an agency/organisation that has legislated responsibility for the management of fisheries, both wild catch and aquaculture. Typically, the qualification will have application for people in Indigenous Australian communities who accept responsibility for achieving environmentally sustainable usage of the fisheries and marine and freshwater environments in their regions. The competencies have been developed for observers who can report on change and suspected non-compliance using only observable evidence as can be recorded such as photographs and global positioning system readings. People working in this role follow strict procedures and have no authority to approach or confront anyone acting suspiciously or suspected of non-compliance.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

19 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 6 fisheries compliance specialist units (Group B) ***plus***
- 9 elective units that may be selected from a combination of:
    - Group B fisheries compliance specialist units not yet selected for this qualification
    - Group E elective units
    - Certificate III in Seafood Industry (Fisheries Compliance) – maximum of 1 unit
    - Certificate II level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY CORE UNITS

SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

B. FISHERIES COMPLIANCE SPECIALIST UNITS

HLTFA1A	Apply basic first aid
PUATEA001A	Work in a team
SFICOMP201A	Undertake a local operation
SFICOMP202A	Conduct field observations
SFICOMP203A	Promote sustainable use of local marine and freshwater environments
SFICOMP204A	Present evidence in a court setting
SFICOMP205A	Communicate effectively in cross-cultural environments
SFIEMS201A	Participate in environmentally sustainable work practices

E. ELECTIVE UNITS

Functional area: Vessel operations

SFISHIP201B	Comply with organisational and legislative requirements
SFISHIP202B	Contribute to safe navigation
SFISHIP206B	Operate a small vessel
SFISHIP207B	Operate and maintain outboard motors
SFISHIP208B	Operate low powered diesel engines
SFISHIP209B	Operate marine communications equipment
SFISHIP211B	Prepare for maintenance
SFISHIP212B	Take emergency action on board a vessel
SFISHIP301B	Apply emergency procedures on board a ship

Functional area: Compliance operations

SFICOMP310B	Operate off-road vehicles
SFICOMP311B	Operate vehicles on-road

Functional area: Conservation and environment

RTC2203A	Conduct visual inspection of park facilities
RTC2209A	Install, maintain and repair fencing
RTC2210A	Maintain properties and structures
RTD2126A	Recognise animals
RTD2501A	Maintain cultural places
RTD2802A	Record information about country

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Functional area: Business services	
BSBCMN205A	Use business technology
BSBCMN206A	Process and maintain workplace information

SFI30404 Certificate III in Seafood Industry (Fisheries Compliance)

Qualification descriptor

This qualification represents the minimum requirements for people entering a career as a fisheries compliance officer. A person operating at this level undertakes a broad range of routine duties appropriate to work in this sector of the seafood industry.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

21 units.

The following rules apply when selecting units for this qualification:

- 3 common industry core units (Group A) ***plus***
- 14 fisheries compliance specialist units (Group B) ***plus***
- 4 elective units that may be selected from a combination of:
    - Group B fisheries compliance specialist units not yet selected for this qualification
    - Group E elective units
    - Group R Coxswain group of units
    - Certificate II in Seafood Industry (Fisheries Compliance) – maximum of 1 unit
    - Certificate IV in Seafood Industry (Fisheries Compliance) – maximum of 1 unit
    - Certificate III level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

Licences

The issuing of Certificates of Competency (licences) for vessel operations and maintenance is the responsibility of the relevant regulatory authority in each state or territory. Regulatory authorities may set additional requirements to the completion of units listed in the various options for particular Certificates of Competency. These additional requirements may include sea time and completion of an oral exam. At the time of printing, every effort was made by the developer through consultation with regulators to ensure the units identified in the various Certificates of Competency are those required to apply for the Certificate of Competency.

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Individuals seeking recognition as a full coxswain must attain all units listed under Group R and meet prerequisite requirements.

Contact state or territory occupational health and safety authorities for units that meet licensing requirements for occupational divers in the seafood industry.

A. COMMON INDUSTRY CORE

SFICORE101B	Apply basic food handling and safety practices
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

B. FISHERIES COMPLIANCE SPECIALIST UNITS

SFIEMS301A	Implement and monitor environmentally sustainable work practices

Functional area: Compliance operations

PSPETHC301B	Uphold the principles and values of public service
PSPLEGN301B	Comply with legislation in the public sector
PUALAW003A	Give evidence in a judicial or quasi-judicial setting
PUAPOL004A	Gather, collate and record information
PUAPOL005A	Use and maintain operational equipment
PUAPOL006A	Facilitate effective communication in the workplace
PUAPOL009A	Assist in the judicial process
PUAPOL010A	Perform administrative duties
PUAPOL011A	Manage own professional performance
SFICOMP302B	Exercise compliance powers
SFICOMP308B	Monitor fish catches for legal compliance
SFICOMP311B	Operate vehicles on-road
SFICOMP314B	Undertake patrol operations

Functional area: Vessel operations

HLTFAIA	Apply basic first aid
SFIOHS301B	Implement OHS policies and guidelines
SFISHIP202B	Contribute to safe navigation
SFISHIP206B	Operate a small vessel
SFISHIP207B	Operate and maintain outboard motors
SFISHIP209B	Operate marine communications equipment
SFISHIP212B	Take emergency action on board a vessel
SFISHIP213B	Operate Inmarsat C communications equipment

E. ELECTIVE UNITS

Functional area: Compliance operations

SFICOMP306B	Implement aquaculture compliance
SFICOMP309B	Operate in remote areas
SFICOMP310B	Operate off-road vehicles
SFICOMP313B	Promote fisheries management awareness programs

Functional area: Observer operations

SFIOBSV301A	Monitor and record fishing operations
SFIOBSV302A	Collect reliable scientific data and samples
SFIOBSV304A	Analyse and report on-board observations

Functional area: Diving operations

SFIDIVE301A	Work effectively as a diver in the seafood industry
SFIDIVE302A	Perform diving operations using surface-supplied breathing apparatus
SFIDIVE303A	Perform diving operations using self-contained underwater breathing apparatus
SFIDIVE304A	Undertake emergency procedures in diving operations using surface-supplied breathing apparatus
SFIDIVE305A	Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus
SFIDIVE306A	Perform compression chamber diving operations
SFIFISH201B	Provide support for diving operations
SFIFISH307B	Perform breath hold diving operations
SROSCB001A	Scuba dive in open water to a maximum depth of 18 metres

Functional area: Environmental management

BSBCMN416A	Identify risk and apply risk management process
SFIEMS401A	Conduct an internal audit of an environmental management system

Functional area: Business services

BSBADM304A	Design and develop text documents
BSBCMN305A	Organise workplace information
BSBCMN306A	Produce business documents

R. COXSWAIN GROUP OF UNITS

All units in Group R, including listed prerequisite units, are required for the Coxswain Certificate of Competency. Refer to licensing information relevant to this qualification as state or territory marine authorities may have additional requirements.

Prerequisite units:

SFICORE106A	Meet workplace OHS requirements
SFISHIP209B	Operate marine communications equipment
SFISHIP212B	Take emergency action on board a vessel

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TDMMB601A	Monitor condition and seaworthiness of a small vessel
TDMMC701B	Apply seamanship skills and techniques when operating a small domestic vessel
TDMMC901B	Manoeuvre a domestic vessel of less than 12 metres in length operating within inshore limits
TDMME101A	Understand orders and be understood in relation to shipboard duties
TDMMF1001A	Provide first aid
TDMMF3201B	Apply domestic regulations when operating a small vessel
TDMMH1202A	Plan and navigate a short voyage within inshore limits
TDMMR3001A	Operate and carry out basic service checks on small vessel marine propulsion systems
TDMMR3101A	Operate and carry out basic servicing on auxiliary systems
TDMMR3201A	Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems
TDMMR5402A	Carry out refuelling and fuel transfer operations
TDMMU502A	Ensure compliance with environmental considerations in a small domestic vessel

SFI40404 Certificate IV in Seafood Industry (Fisheries Compliance)

Qualification descriptor

This qualification represents the competencies relevant to people supervising fisheries compliance officers. The qualification core is comprised primarily of frontline management units appropriate at this level. Some specialisation is available though the surveillance, fraud investigation and vessels groups of units.

Entry requirements

Attainment of the Certificate III in Seafood Industry (Fisheries Compliance).

Minimum qualification requirements

21 units.

The following rules apply when selecting units for this qualification:

- 9 fisheries compliance specialist units (Group B) ***plus***
- 12 elective units that may be selected from a combination of:
  - Group B fisheries compliance specialist units not yet selected for this qualification
  - Group E elective units
  - Group R Coxswains group of units
  - Certificate III in Seafood Industry (Fisheries Compliance) – maximum of 1 unit
  - Diploma of the Seafood Industry (Fisheries Compliance) – maximum of 1 unit
  - Certificate IV level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

Licences

The issuing of Certificates of Competency (licences) for vessel operations and maintenance is the responsibility of the relevant regulatory authority in each state or territory. Regulatory authorities may set additional requirements to the completion of units listed in the various options for particular Certificates of Competency. These additional requirements may include sea time and completion of an oral exam. At the time of printing, every effort was made by the developer through consultation with regulators to ensure the units identified in the various Certificates of Competency are those required to apply for the Certificate of Competency.

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Individuals seeking recognition as a Master V/Skipper 3 must attain all units listed under Group R and meet prerequisite requirements.

A. COMMON INDUSTRY CORE UNITS

Attained through Certificate III qualification.

B. FISHERIES COMPLIANCE SPECIALIST UNITS

SFIEMS301A	Implement and monitor environmentally sustainable work practices

Functional area: Compliance operations

SFICOMP401B	Administer the district office
SFICOMP407B	Undertake prosecution procedures for magistrate's court
SFICOMP503B	Undertake the prosecution in a trial
SFICOMP501B	Conduct an investigative audit
SFIOHS301B	Implement OHS policies and guidelines

Functional area: Frontline management

BSBCMN402A	Develop work priorities
BSBCMN404A	Develop teams and individuals
BSBCMN410A	Coordinate implementation of customer service strategies
BSBCMN411A	Monitor a safe workplace
BSBCMN412A	Promote innovation and change
BSBFLM402A	Show leadership in the workplace
BSBFLM403A	Manage effective workplace relationships
BSBFLM404A	Lead work teams
BSBFLM405A	Implement operational plan
BSBFLM406A	Implement workplace information system
BSBFLM409A	Implement continuous improvement

E. ELECTIVE UNITS

Functional area: Fraud prevention, detection and investigation

PSPFRAU401B	Monitor data for indicators of fraud
PSPFRAU402A	Receive and validate information
PSPFRAU403A	Gather, manage and present evidence
PSPFRAU404A	Conduct formal interviews and take witness statements
PSPFRAU405A	Evaluate progress of investigation

Functional area: Surveillance

SFICOMP402B	Plan the surveillance operation
SFICOMP403B	Operate and maintain surveillance equipment
SFICOMP404B	Operate an observation post

SFICOMP405B	Perform post-surveillance duties
SFICOMP406B	Perform mobile surveillance

Functional area: Observer operations

SFIOBSV301A	Monitor and record fishing operations
SFIOBSV302A	Collect reliable scientific data and samples
SFIOBSV304A	Analyse and report on-board observations

Functional area: Environmental management

BSBCMN416A	Identify risk and apply risk management process
SFIEMS401A	Conduct an internal audit of an environmental management system

Functional area: Business services

BSBADM402A	Produce complex business documents
BSBADM407A	Administer projects
BSBADM408A	Prepare financial reports
BSBATSIC411A	Communicate with the community
BSBCMN405A	Analyse and present research information
BSBCMN407A	Coordinate business resources
BSBCMN413A	Implement and monitor environmental policies
BSBHR401A	Administer human resource systems
BSBHR402A	Recruit and select personnel
BSBHR404A	Co-ordinate human resource services
RTC4905A	Cost a project

Functional area: E-business

BSBEBUS403A	Communicate electronically
BSBEBUS405A	Conduct online financial transactions
BSBEBUS407A	Review and maintain the business aspects of a website
BSBEBUS408A	Implement and monitor delivery of quality customer service online

Functional area: Training and assessment

BSZ401A	Plan assessment
BSZ402A	Conduct assessment
BSZ403A	Review assessment
BSZ404A	Train small groups
BSZ406A	Plan a series of training sessions
BSZ407A	Deliver training sessions
BSZ408A	Review training

Functional area: Industry leadership Focus A – sector representation

SFILEAD401A	Develop and promote knowledge of the industry sector
SFILEAD402A	Negotiate effectively for the sector
SFILEAD403A	Demonstrate commitment and professionalism

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Functional area: Industry leadership Focus B – Management Advisory Committee membership

SFILEAD404A	Provide expert information to a Management Advisory Committee
SFILEAD405A	Analyse information to develop strategic fisheries management options within the Management Advisory Committee
SFILEAD406A	Negotiate collective outcomes within the Management Advisory Committee process

R. COXSWAIN GROUP OF UNITS

All units in Group R, including listed prerequisite units, are required for the Coxswain Certificate of Competency. Refer to licensing information relevant to this qualification as state or territory marine authorities may have additional requirements.

Prerequisite units:

SFICORE106A	Meet workplace OHS requirements
SFISHIP209B	Operate marine communications equipment
SFISHIP212B	Take emergency action on board a vessel

TDMMB601A	Monitor condition and seaworthiness of a small vessel
TDMMC701B	Apply seamanship skills and techniques when operating a small domestic vessel
TDMMC901B	Manoeuvre a domestic vessel of less than 12 metres in length operating within inshore limits
TDMME101A	Understand orders and be understood in relation to shipboard duties
TDMMF1001A	Provide first aid
TDMMF3201B	Apply domestic regulations when operating a small vessel
TDMMH1202A	Plan and navigate a short voyage within inshore limits

SFI50404 Diploma of Seafood Industry (Fisheries Compliance)

Qualification descriptor

This qualification represents the competencies relevant to individuals who manage the fisheries management and compliance functions at an organisational level. In completing this qualification, an officer may also achieve the Diploma of Business (Frontline Management). Some specialisation is available through the surveillance, fraud investigation and vessels groups of units

Entry requirements

Attainment of the Certificate III in Seafood Industry (Fisheries Compliance).

Minimum qualification requirements

23 units.

The following rules apply when selecting units for this qualification:

- 11 fisheries compliance specialist units (Group B) ***plus***
- 12 elective units that may be selected from a combination of:
  - Group B fisheries compliance specialist units not yet selected for this qualification
  - Group E electives
  - Group R Master V/Skipper 3 group of units
  - Certificate IV in Seafood Industry (Fisheries Compliance) – maximum of 1 unit
  - Diploma level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

Licences

The issuing of Certificates of Competency (licences) for vessel operations and maintenance is the responsibility of the relevant regulatory authority in each state or territory. Regulatory authorities may set additional requirements to the completion of units listed in the various options for particular Certificates of Competency. These additional requirements may include sea time and completion of an oral exam. At the time of printing, every effort was made by the developer through consultation with regulators to ensure the units identified in the various Certificates of Competency are those required to apply for the Certificate of Competency.

Individuals seeking recognition as a Skipper 2 must attain all units listed under Group R and meet prerequisite requirements.

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A. COMMON INDUSTRY CORE

Attained through Certificate III qualification.

B. FISHERIES COMPLIANCE SPECIALIST UNITS

SFIEMS501A	Develop workplace policy for sustainability
TAADEL502A	Facilitate group process

Functional area: Compliance operations

SFICOMP401B	Administer the district office
SFICOMP407B	Undertake prosecution procedures for magistrate's court
SFICOMP503B	Undertake the prosecution in a trial
SFICOMP502B	Contribute to fisheries management
PSPPOLD601A	Develop public policy

Functional area: Frontline management

BSBFLM501A	Manage personal work priorities and professional development
BSBFLM502A	Provide leadership in the workplace
BSBFLM503A	Establish effective workplace relationships
BSBFLM504A	Facilitate work teams
BSBFLM505A	Manage operational plan
BSBFLM506A	Manage workplace information systems
BSBFLM507A	Manage quality customer service
BSBFLM509A	Promote continuous improvement
BSBFLM510A	Facilitate and capitalise on change and innovation
BSBFLM511A	Develop a workplace learning environment
BSBMGT505A	Ensure a safe workplace

E. ELECTIVE UNITS

Functional area: Fraud prevention, detection and investigation

PSPFRAU401B	Monitor data for indicators of fraud
PSPFRAU402A	Receive and validate information
PSPFRAU403A	Gather, manage and present evidence
PSPFRAU404A	Conduct formal interviews and take witness statements
PSPFRAU405A	Evaluate progress of investigation
SFICOMP501B	Conduct an investigative audit

Functional area: Surveillance

SFICOMP402B	Plan the surveillance operation
SFICOMP403B	Operate and maintain surveillance equipment
SFICOMP404B	Operate an observation post

SFICOMP405B	Perform post-surveillance duties
SFICOMP406B	Perform mobile surveillance

Functional area: Business services

BSBADM502A	Manage meetings
BSBADM504A	Plan or review administration systems
BSBADM505A	Manage payroll
BSBHR504A	Manage industrial relations policies and processes
BSBHR506A	Manage recruitment selection and induction processes

Functional area: Strategic management

BSBATSIC411A	Communicate with the community
BSBFLM505A	Manage operational plan
BSBMGT502A	Manage people performance
BSBMGT503A	Prepare budgets and financial plans
BSBMGT504A	Manage budgets and financial plans
BSBMGT507A	Manage environmental performance
BSBMGT601A	Contribute to strategic direction
BSBMGT603A	Review and develop business plans
BSBMGT604A	Manage business operations
BSBMGT605A	Provide leadership across the organisation
BSBMGT607A	Manage knowledge and information
BSBMGT609A	Manage risk
BSBMGT610A	Manage environmental management systems

Functional area: E-business

BSBEBUS503A	Design an e-business
BSBEBUS504A	Implement an e-business strategy
BSBEBUS505A	Implement new technologies for business
BSBEBUS506A	Plan and develop a business website
BSBEBUS516A	Manage online purchasing
BSBEBUS518A	Manage an e-business supply chain
BSBEBUS519A	Manage online sales systems
BSBEBUS520A	Manage online payments system
BSBEBUS606A	Manage e-business risk

Functional area: Industry leadership Focus C – strategic development

SFILEAD501B	Develop and promote industry knowledge
SFILEAD502B	Shape strategic thinking
SFILEAD503B	Cultivate productive working relationships
SFILEAD504B	Plan and achieve change and results

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SFILEAD505B	Communicate with influence
SFILEAD506B	Demonstrate personal drive and integrity
SFILEAD507B	Provide corporate leadership

R. MASTER V/SKIPPER 3 GROUP OF UNITS

All units in Group R, including listed prerequisite units, are required for the Master V/Skipper 3 Certificate of Competency. Refer to licensing information relevant to this qualification as state or territory marine authorities may have additional requirements.

Prerequisite units:

SFICORE106A Meet workplace OHS requirements

SFISHIP209B Operate marine communications equipment

SFISHIP212B Take emergency action on board a vessel

TDMMA1101A	Maintain the stability of a vessel using basic stability information
TDMMB101B	Perform routine remedial, preventative and survey deck maintenance on a vessel
TDMMB601A	Monitor condition and seaworthiness of a small vessel
TDMMB701A	Slip vessel and maintain hull
TDMMC1001B	Steer a domestic vessel under the direction of the master or officer in charge of the watch
TDMMC701B	Apply seamanship skills and techniques when operating a small domestic vessel
TDMMC801A	Manoeuvre a vessel less than 24 metres in length within inshore limits
TDMME101A	Understand orders and be understood in relation to shipboard duties
TDMMF201A	Respond to navigational emergencies
TDMMF3201B	Apply domestic regulations when operating a small vessel
TDMMF4702A	Contribute to maintaining a safe watch on a domestic vessel
TDMMH1102A	Use radar to maintain safe navigation
TDMMH1302A	Apply weather information when navigating a small vessel
TDMMH801A	Plan and navigate an inshore passage
TDMMR101A	Operate and maintain steering gear arrangements
TDMMR201A	Use and maintain deck equipment and machinery
TDMMR301A	Operate fuel, fresh and ballast water, bilge and fire pumping systems installed in a vessel
TDMMR5502A	Perform rigging and lifting operations on board a small domestic vessel
TDMMR5402A	Carry out refuelling and fuel transfer operations
TDMMU502A	Ensure compliance with environmental considerations in a small domestic vessel

SFI10504 Certificate I in Seafood Industry (Seafood Processing)

Qualification descriptor

This qualification provides individuals with an introduction to seafood processing and some basic skills needed in this area of the seafood industry. Employment would be as first level process workers. It is particularly applicable to school-based studies.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

8 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 3 seafood processing specialist units (Group B) ***plus***
- 1 elective unit that may be selected from a combination of:
  - Group B seafood processing specialist units
  - Group E elective units
  - Certificate I in Seafood Industry (other streams)
  - Certificate I or II in Seafood Industry (Seafood Processing)
  - Certificate I level, from this or any other Training Package. Unit must be relevant to workplace needs.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements
B. SEAFOOD PROCESSING SPECIALIST UNITS	
FDFCORFSY2A	Implement the food safety program and procedures
SFIEMS201A	Participate in environmentally sustainable work practices
SFIFISH209B	Maintain the temperature of seafood
SFIPROC101B	Clean fish
SFIPROC102B	Clean work area
SFIPROC105A	Fillet fish and prepare portions

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SFIPROC106A	Work with knives
E. ELECTIVE UNITS	
Functional area: Occupational health and safety	
HLTFA1A	Apply basic first aid
Functional area: Maintenance and operations support	
FDFZPRW1A	Participate effectively in a workplace environment
THHGHSO2B	Clean premises and equipment
Functional area: Quality assurance and food safety	
FDFCORQAS1A	Follow work procedures to maintain quality
Functional area: Seafood transport and storage	
TDTD197B	Shift materials safely using manual handling methods
TDTA1497B	Use product knowledge to complete work operations

SFI20504 Certificate II in Seafood Industry (Seafood Processing)

Qualification descriptor

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

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

19 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 10 seafood processing specialist units (Group B) ***plus***
- 5 elective units that may be selected from a combination of:
  - Group B seafood processing specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate I in Seafood Industry (Seafood Processing) – maximum of 1 unit
  - Certificate III in Seafood Industry (Seafood Processing) – maximum of 1 unit
  - Certificate II level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements
B. SEAFOOD PROCESSING SPECIALIST UNITS	
FDFCORFSY2A	Implement the food safety program and procedures
FDFCORQAS2A	Implement the quality system and procedures
FDFFVFP2B	Operate a freezing process

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FDFOPTCRM2A	Conduct routine maintenance
FDFOPTENV2A	Implement environmental policies and procedures
FDFZPKFCC2A	Fill and close product in cans
FDFZPKPP2A	Operate a packaging process
FDFZPMMB2A	Operate a mixing/blending process
FDFZPRBE1A	Operate basic equipment
FDFZPREX2A	Operate an extrusion process
FDFZPRHT2A	Operate a heat treatment process
FDFZPRMP1A	Monitor process operation
FDFZPROR2A	Operate a retort process
FDFZPRPP2A	Operate pumping equipment
FDFZPRPR2A	Operate a production process
SFIEMS201A	Participate in environmentally sustainable work practices
SFIFISH209B	Maintain the temperature of seafood
SFIPROC101B	Clean fish
SFIPROC102B	Clean work area
SFIPROC105A	Fillet fish and prepare portions
SFIPROC106A	Work with knives
SFIPROC201B	Head and peel crustaceans
SFIPROC202B	Process squid, cuttlefish and octopus
SFIPROC203BH	Shuck molluscs
SUGPWWT2A	Operate a waste water treatment system
SUGPOBB2A	Operate a boiler – basic

E. ELECTIVE UNITS

Functional area: Maintenance and operations support

THHGHSO2B	Clean premises and equipment

Functional area: Seafood transport and storage

SFISTOR201B	Prepare and pack stock for live transport
TDTD297B	Shift a load using manually-operated equipment
TDTD497B	Load and unload goods/cargo
TDTD1397B	Move materials mechanically using automated equipment
TDTD1097B	Operate a forklift
THHGGA06B	Receive and store stock

Functional area: Quality assurance and food safety

FDFOPTISP2A	Implement sampling procedures

Functional area: Business services	
BSBCMN205A	Use business technology
BSBCMN206A	Process and maintain workplace information
BSBCMN207A	Prepare and process financial/business documents
BSBCMN208A	Deliver a service to customers
BSBCMN209A	Provide information to clients

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SFI30504 Certificate III in Seafood Industry (Seafood Processing)

Qualification descriptor

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

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

21 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 12 seafood processing specialist units (Group B) ***plus***
- 5 elective units that may be selected from a combination of:
  - Group B seafood processing specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate II in Seafood Industry (Seafood Processing) – maximum of 1 unit
  - Certificate IV in Seafood Industry (Seafood Processing) – maximum of 1 unit
  - Certificate III level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic food handling and safety procedures
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements
B. SEAFOOD PROCESSING SPECIALIST UNITS	
FDFCORQFS3A	Monitor the implementation of quality and food safety programs
FDFOPTRWP3A	Report on workplace performance
FDFOPTSM3A	Support and mentor individuals and groups

SFIEMS301A	Implement and monitor environmentally sustainable work practices
SFIFISH209B	Maintain the temperature of seafood
SFIPROC102B	Clean work area
SFISTOR301B	Operate refrigerated storerooms
Functional area: Seafood processing	
FDFFVFP2B	Operate a freezing process
FDFOPTCRM2A	Conduct routine maintenance
FDFOPTENV2A	Implement environmental policies and procedures
FDFOPTIPP3A	Implement the pest prevention program
FDFZPKFCC2A	Fill and close product in cans
FDFZPKPP2A	Operate a packaging process
FDFZPKSYS3A	Operate processes in a packaging system
FDFZPMMB2A	Operate a mixing/blending process
FDFZPRBE1A	Operate basic equipment
FDFZPREX2A	Operate an extrusion process
FDFZPRHT2A	Operate a heat treatment process
FDFZPRIPK3A	Apply raw materials/ingredient and process knowledge
FDFZPRMP1A	Monitor process operation
FDFZPROR2A	Operate a retort process
FDFZPRPP2A	Operate pumping equipment
FDFZPRPR2A	Operate a production process
FDFZPRPR2A	Operate a production process
FDFZPRSYS3A	Operate processes in a production system
MTMS38B	Smoke product
PMBMAINT303B	Identify equipment faults
RTC3805A	Coordinate work site activities
SFIOHS301B	Implement OHS policies and procedures
SFIPROC101B	Clean fish
SFIPROC105A	Fillet fish and prepare portions
SFIPROC106A	Work with knives
SFIPROC203BH	Shuck molluscs
SFIPROC304A	Boil and pack crustaceans
SFIPROC302B	Handle and pack sashimi-grade fish
SFIPROC305A	Slaughter and process crocodiles
SFISTOR202B	Receive and distribute product
SUGPWWT2A	Operate a waste water treatment system
SUGPOBB2A	Operate a boiler – basic

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Functional area: Quality assurance and food safety

FDFCORQAS2A	Implement quality systems and procedures
FDFOPTHCP3A	Participate in a HACCP team
FDFOPTISP2A	Implement sampling procedures
MTMMP70B	Participate in risk control process
PMLDATA300A	Process and record data
PMLMAIN300B	Maintain the laboratory fit for purpose
PMLTEST302A	Calibrate testing equipment and assist with maintenance

E. ELECTIVE UNITS

Functional area: Occupational health and safety

HLTFA1A	Apply basic first aid

Functional area: Environmental management

BSBCMN416A	Identify risk and apply risk management process
SFIEMS401A	Conduct an internal audit of an environmental management system

Functional area: Seafood transport and storage

FDFZMHTS2A	Work with temperature controlled stock
TDTA2597C	Regulate temperature controlled stock
THHGGA07B	Control and order stock

Functional area: Business services

BSBADM304A	Design and develop text documents
BSBADM308A	Process payroll
BSBADM309A	Process accounts payable and receivable
BSBADM408A	Prepare financial reports
BSBCMN305A	Organise workplace information
BSBCMN306A	Produce business documents
BSBCMN307A	Maintain business resources
BSBCMN308A	Maintain financial records
BSBCMN313A	Maintain environmental procedures
BSBRKG304A	Maintain business records

Functional area: Corporate management

BSBCMN302A	Organise personal work priorities and development
BSBCMN310A	Deliver and monitor a service to customers
BSBCMN312A	Support innovation and change
BSBFLM302A	Support leadership in the workplace
BSBFLM303A	Contribute to effective workplace relationships

BSBFLM306A	Provide workplace information and resourcing plans
BSBFLM309A	Support continuous improvement systems and processes
BSBFLM311A	Support a workplace learning environment
Functional area: E-business	
BSBEBUS301A	Search and assess online business information
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
BSBEBUS306A	Make payments online
BSBEBUS307A	Bank online
BSBEBUS308A	Maintain online business records
Functional area: Training and assessment	
BSZ404A	Train small groups

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SFI40504 Certificate IV in Seafood Industry (Seafood Processing)

Qualification descriptor

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

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

21 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 5 seafood processing specialist units (Group B) ***plus***
- 12 elective units that may be selected from a combination of:
  - Group B seafood processing specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate III in Seafood Industry (Seafood Processing) – maximum of 1 unit
  - Diploma of Seafood Industry (Seafood Processing) – maximum of 1 unit
  - Certificate IV level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Group B unit SFIPROC401B *Evaluate a batch of seafood* is mandatory.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements
B. SEAFOOD PROCESSING SPECIALIST UNITS	
FDFCORQFS3A	Monitor the implementation of the quality and food safety programs
MTMMP72B	Facilitate hygiene and sanitation performance

RTC4908A	Supervise work routines and staff performance
SFIDIST401B	Buy seafood product
SFIEMS301A	Implement and monitor environmentally sustainable work practices
SFIOHS301B	Implement OHS policies and guidelines
SFIPROC401B	Evaluate a batch of seafood *(mandatory unit for this qualification)*
SFIPROC402B	Maintain hygiene standards while servicing a food-handling area
SFIPROC404B *	Apply and monitor food safety requirements
SFIPROC405B *	Oversee the implementation of a food safety program in the workplace
SFIPROC607B	Prepare work instructions for new seafood processing tasks
SFIPROC608B	Provide practical and/or commercial advice to seafood users
SFISTOR301B	Operate refrigerated storerooms
*** Note:**	Units SFIPROC404B and SFIPROC405B are co-requisites – if one is chosen the other is to be completed as well.

E. ELECTIVE UNITS

Functional area: Occupational health and safety

HLTFA1A	Apply basic first aid

Functional area: Quality assurance, food safety and environmental management

MTMMP77B	Participate in product recall
MTMMP83B	Establish sampling program
BSBCMN416A	Identify risk and apply risk management process
SFIEMS401A	Conduct an internal audit of an environmental management system

Functional area: Post-harvest operations

SFISDIST501B	Export product
SFISDIST502B	Import product
TDTR298B	Source goods/services and evaluate contractors
TDTA2597B	Regulate temperature controlled stock
THTSMA01B	Coordinate the production of brochures and marketing materials

Functional area: Business services

BSBADM308A	Process payroll
BSBADM402A	Produce complex business documents
BSBADM407A	Administer projects
BSBADM408A	Prepare financial reports
BSBCMN402A	Develop work priorities
BSBCMN405A	Analyse and present research information
BSBCMN407A	Coordinate business resources
BSBCMN410A	Coordinate implementation of customer service strategies
BSBCMN413A	Implement and monitor environmental policies

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Functional area: E-business

BSBEBUS401A	Conduct online research
BSBEBUS403A	Communicate electronically
BSBEBUS405A	Conduct online financial transactions
BSBEBUS407A	Review and maintain the business aspects of a website
BSBEBUS408A	Implement and monitor delivery of quality customer service online
BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS502A	Evaluate e-business models

Functional area: Corporate management

BSBCMN404A	Develop teams and individuals
BSBCMN412A	Promote innovation and change
BSBFLM402A	Show leadership in the workplace
BSBFLM404A	Lead work teams
BSBFLM406A	Implement workplace information system
BSBFLM409A	Implement continuous improvement
BSBHR401A	Administer human resource systems
BSBHR402A	Recruit and select personnel
BSBHR404A	Co-ordinate human resource services
BSBMGT502A	Manage people performance
BSBMGT507A	Manage environmental performance

Functional area: Small business management

BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team

Functional area: Training and assessment

BSZ401A	Plan assessment
BSZ402A	Conduct assessment
BSZ403A	Review assessment
BSZ404A	Train small groups
BSZ405A	Plan and promote a training program

BSZ406A	Plan a series of training sessions
BSZ407A	Deliver training sessions
BSZ408A	Review training
Functional area: Industry leadership Focus A – sector representation	
SFILEAD401A	Develop and promote knowledge of the industry sector
SFILEAD402A	Negotiate effectively for the sector
SFILEAD403A	Demonstrate commitment and professionalism
Functional area: Industry leadership Focus B – Management Advisory Committee membership	
SFILEAD404A	Provide expert information to a Management Advisory Committee
SFILEAD405A	Analyse information to develop strategic fisheries management options within the Management Advisory Committee
SFILEAD406A	Negotiate collective outcomes within the Management Advisory Committee process

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SFI50504 Diploma of Seafood Industry (Seafood Processing)

Qualification descriptor

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

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

23 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 4 seafood processing specialist units (Group B) ***plus***
- 15 elective units that may be selected from a combination of:
  - Group B seafood processing specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate IV in Seafood Industry (Seafood Processing) – maximum of 1 unit
  - Diploma level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Group B unit SFIPROC401B Evaluate a batch of seafood is mandatory.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY COREUNITS	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements
B. SEAFOOD PROCESSING SPECIALIST UNITS	
SFIEMS501A	Develop workplace policy for sustainability
SFIOHS501B	Establish and maintain the enterprise OHS program

SFIPROC401B	Evaluate a batch of seafood *(mandatory unit for this qualification)*
SFIPROC403B	Follow basic food safety practices
SFIPROC406B *	Develop food safety programs
SFIPROC407B *	Conduct food safety audits
SFIPROC501B	Manage seafood processing production unit/s
SFIPROC502B	Produce technical reports on seafood processing systems
SFIPROC503B	Analyse seafood packaging requirements
SFIPROC504B	Design and manage a product recall
SFIPROC601B	Establish costs and/or conditions for sale of seafood product
SFIPROC602B	Plan and manage seafood and related product concept development
SFIPROC603B	Develop and manage seafood and related product production trials
SFIPROC604B	Plan and develop formulations and/or specifications for new seafood product
SFIPROC606B	Develop and implement energy control systems in seafood processing environments
SFIPROC609B	Monitor the seafood business environment to determine threats and opportunities
SFIPROC610B	Establish and manage effective external relationships
TAADEL502A	Facilitate group process
***Note:**	Units SFIPROC406B and SFIPROC407B are co-requisites – if one is chosen the other is to be completed as well.

E. ELECTIVE UNITS

Functional area: Occupational health and safety

HLTFA1A	Apply basic first aid

Functional area: Post-harvest operations

RTE5921A	Market product and services
SFIDIST501B	Export product
SFIDIST502B	Import product
SFIPROC611B	Participate in a media interview or presentation
TDTR298B	Source goods/services and evaluate contractors
TDTA2597C	Regulate temperature controlled stock
THHGCS07B	Coordinate marketing activities
THHGLE12B	Develop and manage marketing strategies

Functional area: Quality assurance and food safety

MTMPS5603A	Develop, manage and maintain quality systems

Functional area: Business services

BSBADM502A	Manage meetings
BSBADM504A	Plan or review administration systems

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BSBADM505A	Manage payroll
BSBFLM505A	Manage operational plan
BSBHR504A	Manage industrial relations policies and processes
BSBHR506A	Manage recruitment selection and induction processes
BSBMGT503A	Prepare budgets and financial plans
BSBMGT504A	Manage budgets and financial plans
BSBMGT603A	Review and develop business plans
BSBMGT604A	Manage business operations
BSBMGT607A	Manage knowledge and information

Functional area: Small business management

BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team

Functional area: Strategic management

BSBFLM501A	Manage personal work priorities and professional development
BSBFLM502A	Provide leadership in the workplace
BSBFLM506A	Manage workplace information systems
BSBFLM509A	Promote continuous improvement
BSBFLM510A	Facilitate and capitalise on change and innovation
BSBFLM511A	Develop a workplace learning environment
BSBMGT502A	Manage people performance
BSBMGT507A	Manage environmental performance
BSBMGT601A	Contribute to strategic direction
BSBMGT605A	Provide leadership across the organisation
BSBMGT609A	Manage risk
BSBMGT610A	Manage environmental management systems

Functional area: E-business

BSBEBUS503A	Design an e-business
BSBEBUS504A	Implement an e-business strategy
BSBEBUS505A	Implement new technologies for business
BSBEBUS506A	Plan and develop a business website
BSBEBUS509A	Implement e-business outsourcing arrangements

BSBEBUS510A	Manage e-business outsourcing
BSBEBUS516A	Manage online purchasing
BSBEBUS518A	Manage an e-business supply chain
BSBEBUS519A	Manage online sales systems
BSBEBUS520A	Manage online payments system
BSBEBUS603A	Evaluate new technologies for business
BSBEBUS606A	Manage e-business risk
BSBEBUS613A	Develop online customer service strategies
Functional area: Industry leadership Focus C – strategic development	
SFILEAD501B	Develop and promote industry knowledge
SFILEAD502B	Shape strategic thinking
SFILEAD503B	Cultivate productive working relationships
SFILEAD504B	Plan and achieve change and results
SFILEAD505B	Communicate with influence
SFILEAD506B	Demonstrate personal drive and integrity
SFILEAD507B	Provide corporate leadership

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SFI20604 Certificate II in Seafood Industry (Seafood Sales and Distribution)

Qualification descriptor

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

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

19 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 3 sales and distribution specialist units (Group B) ***plus***
- 12 elective units that may be selected from a combination of:
  - Group B sales and distribution specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate III in Seafood Industry (Sales and Distribution) – maximum of 1 unit
  - Certificate II level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic food handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements
B. SALES AND DISTRIBUTION SPECIALIST UNITS	
FDFCORFSY2A	Implement the food safety program and procedures
FDFOPTTS3B	Work with temperature controlled stock
SFIDIST201B	Prepare, cook and retail seafood products

SFIDIST202B	Retail fresh, frozen and live seafood
SFIEMS201A	Participate in environmentally sustainable work practices
SFIFISH209B	Maintain the temperature of seafood
SFIPROC102B	Clean work area

E. ELECTIVE UNITS

Functional area: Retail operations

WRRCA1B	Operate retail equipment
WRRCS2B	Apply point of sale handling procedures
WRRCS3B	Interact with customers
WRRF1B	Balance register/terminal
WRRFM1B	Merchandise food products
WRRFM3B	Prepare and display fast food items
WRRFS1B	Advise on food products and services
WRRI1B	Perform stock control procedures
WRRLP2B	Minimise theft
WRRM2B	Perform routine housekeeping duties
WRRS1B	Sell products and services
WRRS2B	Advise on products and services

Functional area: Seafood processing

SFIPROC101B	Clean fish
SFIPROC105A	Fillet fish and prepare portions
SFIPROC106A	Work with knives
SFIPROC201B	Head and peel crustaceans
SFIPROC202B	Process squid, cuttlefish and octopus
SFIPROC203BH	Shuck molluscs

Functional area: Aquaculture operations

SFIAQUA205B	Feed stock
SFIAQUA206B	Handle stock
SFIAQUA209B	Manipulate stock culture environment
SFIAQUA213B	Monitor stock and environmental conditions
SFIAQUA218A	Control predators, pests and diseases

Functional area: Seafood transport and storage

SFISTOR201B	Prepare and pack stock for live transport
SFISTOR202B	Receive and distribute product
SFISTOR203B	Assemble and load refrigerated product
TDTD1097B	Operate a forklift
TDTD1397B	Move materials mechanically using automated equipment

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TDTD197B	Shift materials safely using manual handling methods
TDTD297B	Shift a load using manually-operated equipment
TDTD497B	Load and unload goods/cargo
WRRI1B	Perform stock control procedures
Functional area: Occupational health and safety	
HLTFA1A	Apply basic first aid
Functional area: Quality assurance and food safety	
FDFCORQAS2A	Implement quality systems and procedures
Functional area: Business services	
BSBCMN205A	Use business technology
BSBCMN206A	Process and maintain workplace information
BSBCMN207A	Prepare and process financial/business documents
BSBCMN208A	Deliver a service to customers
BSBCMN209A	Provide information to clients

SFI30604 Certificate III in Seafood Industry (Seafood Sales and Distribution)

Qualification descriptor

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

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

21 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 3 sales and distribution specialist units (Group B) ***plus***
- 14 elective units that may be selected from a combination of:
  - Group B sales and distribution specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate II in Seafood Industry (Sales and Distribution) – maximum of 1 unit
  - Certificate IV in Seafood Industry (Sales and Distribution) – maximum of 1 unit
  - Certificate III level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101A	Apply basic seafood handling and safety practices
SFICORE103A	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

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B. SEAFOOD SALES AND DISTRIBUTION SPECIALIST UNITS

FDFCORQFS3A	Monitor the implementation of quality and food safety programs
FDFOPTTS3A	Work with temperature controlled stock
SFIDIST301B	Wholesale product
SFIEMS301A	Implement and monitor environmentally sustainable work practices
SFIFISH209B	Maintain the temperature of seafood
SFIOHS301B	Implement OHS policies and guidelines
SFIPROC102B	Clean work area
SFISTOR301B	Operate refrigerated storerooms
TDTD297B	Shift a load using manually-operated equipment
WRRER2B	Coordinate work teams

E. ELECTIVE UNITS

Functional area: Seafood processing

SFIDIST201B	Prepare, cook and retail seafood products
SFIDIST202B	Retail fresh, frozen and live seafood
SFIPROC101B	Clean fish
SFIPROC105A	Fillet fish and prepare portions
SFIPROC106A	Work with knives
SFIPROC201B	Head and peel crustaceans
SFIPROC202B	Process squid, cuttlefish and octopus
SFIPROC203BH	Shuck molluscs

Functional area: Aquaculture operations

SFIAQUA205B	Feed stock
SFIAQUA206B	Handle stock
SFIAQUA209B	Manipulate stock culture environment
SFIAQUA213B	Monitor stock and environmental conditions
SFIAQUA218A	Control predators, pests and diseases

Functional area: Retail operations

THTSMA02B	Create a promotional display/stand
WRRCA1B	Operate retail equipment
WRRCS2B	Apply point of sale handling procedures
WRRCS3B	Interact with customers
WRRCS4B	Coordinate interaction with customers
WRRF1B	Balance register/terminal
WRRI5A	Maintain and order stock
WRRLP3B	Maintain store safety
WRRLP4B	Maintain store security
WRRM3B	Coordinate merchandise presentation

Functional area: Seafood transport and storage

SFISTOR201B	Prepare and pack stock for live transport
SFISTOR202B	Receive and distribute product
SFISTOR203B	Assemble and load refrigerated product
TDTA997B	Complete and check import/export documentation
TDTD1097B	Operate a forklift
TDTD1397B	Move materials mechanically using automated equipment
TDTD197B	Shift materials safely using manual handling methods
TDTD497B	Load and unload goods/cargo
THHGGA07B	Control and order stock

Functional area: Occupational health and safety

HLTFA1A	Apply basic first aid

Functional area: Quality assurance, food safety and environmental management

BSBCMN416A	Identify risk and apply risk management process
FDFOPTHCP3A	Participate in HACCP team
SFIEMS401A	Conduct an internal audit of an environmental management system

Functional area: Business services

BSBADM304A	Design and develop text documents
BSBADM308A	Process payroll
BSBADM309A	Process accounts payable and receivable
BSBADM408A	Prepare financial reports
BSBCMN305A	Organise workplace information
BSBCMN306A	Produce business documents
BSBCMN307A	Maintain business resources
BSBCMN308A	Maintain financial records
BSBCMN310A	Deliver and monitor a service to customers
BSBCMN313A	Maintain environmental procedures
BSBRKG304A	Maintain business records

Functional area: Corporate management

BSBCMN302A	Organise personal work priorities and development
BSBCMN312A	Support innovation and change
BSBFLM302A	Support leadership in the workplace
BSBFLM303A	Contribute to effective workplace relationships
BSBFLM306A	Provide workplace information and resourcing plans
BSBFLM309A	Support continuous improvement systems and processes
BSBFLM311A	Support a workplace learning environment

Functional area: E-business

BSBEBUS301A	Search and assess online business information
BSBEBUS304A	Buy online

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BSBEBUS305A	Sell online
BSBEBUS306A	Make payments online
BSBEBUS307A	Bank online
BSBEBUS308A	Maintain online business records
Functional area: Training and assessment	
BSZ404A	Train small groups

SFI40604 Certificate IV in Seafood Industry (Seafood Sales And Distribution)

Qualification descriptor

This qualification represents the competencies relevant to people working in a supervisory or leadership capacity within the retail and/or wholesale sector of the seafood industry.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

21 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 4 sales and distribution specialist units (Group B) ***plus***
- 13 elective units that may be selected from a combination of:
  - Group B sales and distribution specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate III in Seafood Industry (Sales and Distribution) – maximum of 1 unit
  - Diploma of Seafood Industry (Sales and Distribution) – maximum of 1 unit
  - Certificate IV level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY CORE UNITS	
SFICORE101B	Apply basic seafood handling and safety practices
SFICORE103B	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements
B. SEAFOOD SALES and DISTRIBUTION SPECIALIST UNITS	
FDFCORQFS3A	Monitor the implementation of the quality and food safety programs
FDFZMHTS2A	Work with temperature controlled stock

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MTMMP72B	Facilitate hygiene and sanitation performance
RTC4908A	Supervise work routines and staff performance
SFIDIST301B	Wholesale product
SFIDIST401B	Buy seafood product
SFIDIST501B	Export product
SFIDIST502B	Import product
SFIEMS301A	Implement and monitor environmentally sustainable work practices
SFIOHS301B	Implement OHS policies and guidelines
SFIPROC404B	Apply and monitor food safety requirements
SFIPROC405B	Oversee the implementation of a food safety program in the workplace
SFISTOR301B	Operate refrigerated storerooms
TDTD297B	Shift a load using manually-operated equipment

E. ELECTIVE UNITS

SFIDIST201B	Prepare, cook and retail seafood products
SFIDIST202B	Retail fresh, frozen and live seafood
SFIPROC101B	Clean fish
SFIPROC105A	Fillet fish and prepare portions
SFIPROC106A	Work with knives
WRRO1B	Manage merchandise and store presentation
WRRO4B	Control store security/loss
WRRO5B	Control inventory
WRRO6B	Manage store facilities

Functional area: Occupational health and safety

HLTFA1A	Apply basic first aid

Functional area: Environmental management

BSBCMN416A	Identify risk and apply risk management process
SFIEMS401A	Conduct an internal audit of an environmental management system

Functional area: Business services

BSBADM308A	Process payroll
BSBADM402A	Produce complex business documents
BSBADM407A	Administer projects
BSBADM408A	Prepare financial reports
BSBCMN402A	Develop work priorities
BSBCMN405A	Analyse and present research information
BSBCMN407A	Coordinate business resources
BSBCMN410A	Coordinate implementation of customer service strategies
BSBCMN413A	Implement and monitor environmental policies

Functional area: E-business

BSBEBUS401A	Conduct online research
BSBEBUS403A	Communicate electronically
BSBEBUS405A	Conduct online financial transactions
BSBEBUS407A	Review and maintain the business aspects of a website
BSBEBUS408A	Implement and monitor delivery of quality customer service online
BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS502A	Evaluate e-business models

Functional area: Corporate management

BSBCMN404A	Develop teams and individuals
BSBCMN412A	Promote innovation and change
BSBFLM402A	Show leadership in the workplace
BSBFLM404A	Lead work teams
BSBFLM406A	Implement workplace information system
BSBFLM409A	Implement continuous improvement
BSBHR401A	Administer human resource systems
BSBHR402A	Recruit and select personnel
BSBHR404A	Co-ordinate human resource services
BSBMGT502A	Manage people performance
BSBMGT507A	Manage environmental performance

Functional area: Small business management

BSBSBM301A	Research business opportunities
BSBSBM401A	Establish business and legal requirements
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM404A	Undertake business planning
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team

Functional area: Training and assessment

BSZ401A	Plan assessment
BSZ402A	Conduct assessment
BSZ403A	Review assessment
BSZ404A	Train small groups
BSZ405A	Plan and promote a training program

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BSZ406A	Plan a series of training sessions
BSZ407A	Deliver training sessions
BSZ408A	Review training
Functional area: Industry leadership Focus A – sector representation	
SFILEAD401A	Develop and promote knowledge of the industry sector
SFILEAD402A	Negotiate effectively for the sector
SFILEAD403A	Demonstrate commitment and professionalism
Functional area: Industry leadership Focus B – Management Advisory Committee membership	
SFILEAD404A	Provide expert information to a Management Advisory Committee
SFILEAD405A	Analyse information to develop strategic fisheries management options within the Management Advisory Committee
SFILEAD406A	Negotiate collective outcomes within the Management Advisory Committee process

SFI30705 Certificate III in Seafood Industry (Environmental Management Support)

Qualification descriptor

This qualification represents the competencies relevant to persons in the seafood industry whose work involves implementing and monitoring an environmental management system (EMS). Responsibilities involve applying principles of environmental sustainability and implementing procedures that support the organisation's EMS.

A person working at this level would be expected to be proactive in supporting the organisation's EMS by monitoring its effectiveness and contributing to its continued improvement. The qualification has the flexibility to accommodate an integrated approach to occupational safety, quality assurance, food safety and environmental management.

A person working at this level would operate with limited supervision within the organisation's systems, processes and procedures.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

21 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 7 environmental management specialist units (Group B) ***plus***
- 10 elective units where:
  - a minimum of 4 and a maximum of 6 units are selected from specialist Group B from any seafood industry stream at Certificate III or Certificate IV

  and the remainder are selected from a combination of:
  - Group B environmental management specialist units not yet selected for this qualification
  - Group E elective units
  - Certificate III level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

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A. COMMON INDUSTRY CORE UNITS

SFICORE101A	Apply basic seafood handling and safety practices
SFICORE103A	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

B. ENVIRONMENTAL MANAGEMENT SPECIALIST UNITS

BSBCMN313A	Maintain environmental procedures*
BSBCMN416A	Identify risk and apply risk management process *
SFIEMS301A	Implement and monitor environmentally sustainable work practices*
SFIEMS302A	Act to prevent interaction with protected species
BSBCMN312A	Support innovation and change
BSBFLM309A	Support continuous improvement systems and processes
BSBFLM311A	Support a workplace learning environment
FDFCORQFS3A	Monitor the implementation of quality and food safety programs
FDFOPTHCP3A	Participate in a HACCP team
SFIAQUA308B	Maintain water quality and environmental monitoring
SFIOHS301B	Implement OHS policies and guidelines
TAADEL301A	Provide training through instruction and demonstration of skills

** Units marked with an asterisk are mandatory.*

E. ELECTIVE UNITS

Functional area: Community management

RTD3811A	Coordinate board/committee elections
RTD3812A	Coordinate fund-raising activities
RTD3813A	Coordinate social events to support group purposes
RTD3814A	Present proposed courses of action to meeting
RTD3815A	Represent group at functions
RTD3816A	Service committees
RTD3903A	Work in an Indigenous community or organisation
SRXGR002A	Deal with conflict

Functional area: Conservation and environment

FPIFG006A	Extract seed
FPIFG008A	Conduct seed collecting operations
FPIFGM147A	Read and interpret maps
RTD3034A	Implement revegetation works
RTD3132A	Survey pest animals
RTD3212A	Implement erosion and sediment control measures

RTD3405A	Monitor and evaluate the local pest management action plan
RTD3501A	Assist in the implementation of legislation
RTD3502A	Carry out inspection of designated area
RTD3505A	Maintain natural areas
RTD3509A	Collect and preserve biological samples
RTD3706A	Maintain biological cultures
SFIEMS401A	Conduct an internal audit of an environmental management system
Functional area: Corporate management	
BSBCMN302A	Organise personal work priorities and development
BSBFLM302A	Support leadership in the workplace
BSBFLM303A	Contribute to effective workplace relationships
Functional area: Observer	
SFIOBSV301A	Monitor and record fishing operations
SFIOBSV302A	Collect reliable scientific data and samples
SFIOBSV304A	Analyse and report on-board observations
Functional area: Occupational health and safety	
HLTFA1A	Apply basic first aid

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SFI40705 Certificate IV in Seafood Industry (Environmental Management)

Qualification descriptor

This qualification represents the competencies relevant to a person in the seafood industry whose work involves implementing and monitoring an environmental management system (EMS) of some complexity.

This qualification provides two vocational pathways. Option A has units of competency that support a specialist EMS role within an organisation. Option B units of competency support the role of a facilitator working with a team in the development of an EMS.

A person choosing Option A would typically apply ecological sustainability principles, implement procedures and maintain the organisation's EMS. That person would be proactive in monitoring the effectiveness of the EMS and lead its continued improvement. The qualification has the flexibility to accommodate an integrated approach to occupational health and safety, quality assurance, food safety and environmental management within the organisation.

A person choosing Option B would typically facilitate a group to achieve an understanding of ecological sustainability principles and then apply those principles to develop an EMS. The group may develop a shared EMS or group members may each develop an EMS for their organisation.

Entry requirements

There are no entry requirements for this qualification.

Minimum qualification requirements

21 units.

The following rules apply when selecting units for this qualification:

- 4 common industry core units (Group A) ***plus***
- 7 environmental management specialist units (Group B) ***plus***
- 10 elective units where units may be selected from:
    - Group B environmental management specialist units not yet selected for this qualification
    - Group E elective units
    - Certificate IV level or higher, from this or any other Training Package – maximum of 2 units. Units must be relevant to workplace needs.

Care should be taken in selecting units to ensure any prerequisite or co-requisite requirements are met. Refer to page xiii in Preliminary Information.

Individuals receive recognition and credits for any previously achieved units relevant to this qualification.

A. COMMON INDUSTRY CORE UNITS

SFICORE101A	Apply basic seafood handling and safety practices
SFICORE103A	Communicate in the seafood industry
SFICORE105A	Work effectively in the seafood industry
SFICORE106A	Meet workplace OHS requirements

B. ENVIRONMENTAL MANAGEMENT SPECIALIST UNITS

BSBCMN416A	Identify risk and apply risk management process*
BSBCMN413A	Implement and monitor environmental policies*
SFIEMS301A	Implement and monitor environmentally sustainable work practices*
SFIEMS302A	Act to prevent interaction with protected species
BSBCMN405A	Analyse and present research information
BSBFLM409B	Implement continuous improvement
BSBFLM412A	Promote team effectiveness
RTD4804A	Develop community networks
SFIEMS401A	Conduct an internal audit of an environmental management system
SFIOHS501B	Establish and maintain the enterprise OHS program

Select either Option A or Option B

Option A: EMS Specialist

Select 3 units* with the SFI prefix from Group B specialist units from any other seafood industry stream at Certificate III, Certificate IV or Diploma level.

Option B: Facilitation

TAADEL401A	Plan and organise group-based delivery*
TAADEL402A	Facilitate group-based learning*
TAADEL502A	Facilitate action learning process*

* *Units marked with an asterisk are mandatory.*

E. ELECTIVE UNITS

Functional area: Community management

RTD4501A	Contribute to the proposal for a negotiated outcome for a given area of country
RTD4505A	Participate in assessments of project submissions
RTD4802A	Develop approaches to include cultural and human diversity
RTD4806A	Obtain and manage sponsorship
RTD4807A	Obtain resources from community and group
RTD4808A	Promote community programs
RTD4809A	Record and document community history
RTD4810A	Support individuals in resource management change processes
RTD4811A	Provide information on environmental issues and policies

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RTD4907A	Establish an office
RTD4912A	Contribute to association governance
BSBATSIC411A	Communicate with the community
BSBCMN419A	Manage projects
Functional area: Frontline management	
BSBCMN402A	Develop work priorities
BSBCMN404A	Develop teams and individuals
BSBCMN412A	Promote innovation and change
BSBEBUS401A	Conduct online research
BSBEBUS403A	Communicate electronically
BSBFLM403B	Implement effective workplace relationships
BSBFLM406B	Implement workplace information system
Functional area: Quality assurance and food safety	
MTMCOR402A	Facilitate quality assurance process
MTMPSR406A	Manage and maintain a food safety plan
MTMMP83B	Establish sampling program
MTMMP77B	Participate in product recall
MTMMP78B	Conduct an internal audit of a quality system
Functional area: Training and assessment	
TAADEL301A	Provide training through instruction and demonstration of skills
TAAASS401A	Plan and organise assessment
TAAASS402A	Assess competence
TAAASS403A	Develop assessment tools
TAAASS404A	Participate in assessment validation
Functional area: Industry leadership Focus A – sector representation	
SFILEAD401A	Develop and promote knowledge of the industry sector
SFILEAD402A	Negotiate effectively for the sector
SFILEAD403A	Demonstrate commitment and professionalism
Functional area: Industry leadership Focus B – Management Advisory Committee membership	
SFILEAD404A	Provide expert information to a Management Advisory Committee
SFILEAD405A	Analyse information to develop strategic fisheries management options within the Management Advisory Committee
SFILEAD406A	Negotiate collective outcomes within the Management Advisory Committee process
Functional area: Conservation and land management	
RTC5011A	Collect and classify plants
RTD4020A	Plan the implementation of revegetation works
RTD4205A	Set out conservation earthworks

RTD4207A	Supervise on-site implementation of conservation earthworks
RTD4303A	Prepare safe operating procedures for calibration of equipment
RTD4402A	Define the pest problem in a local area
RTD4403A	Develop a pest management action plan within a local area
RTD4404A	Develop monitoring procedures for the local pest management strategy
RTD4405A	Coordinate the local pest management strategy
RTD4406A	Implement pest management action plans
RTD4407A	Investigate a reported pest treatment failure
RTD4503A	Inspect and monitor cultural places
RTD4504A	Monitor biodiversity
RTD4507A	Produce maps for land management purposes
RTD4508A	Protect places of cultural significance
RTD4510A	Supervise natural area restoration works
RTD4906A	Develop work practices to accommodate cultural identity

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Assessment Guidelines

Assessment Guidelines

Introduction

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

Assessment system overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements, licensing/registration requirements and assessment pathways.

Benchmarks for assessment

Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

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

Australian Quality Training Framework assessment requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the *Standards for Registered Training Organisations*.

The *Standards for Registered Training Organisations* can be downloaded from the DEST website at *www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/* or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

- **Registration of training organisations**
  Assessment must be conducted by, or on behalf of, an RTO formally registered by a state or territory registering/course accrediting body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisations*.

- **Quality training and assessment**
  Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

- **Assessor competency requirements**
  Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

- **Assessment requirements**
  The RTO's assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

- **Assessment strategies**
  Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

- **Mutual recognition**
  Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

- **Access and equity and client services**
  Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

- **Partnership arrangements**
  RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of the *Standards for Registered Training Organisations*.

- **Recording assessment outcomes**
  Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training Organisations*.

- **Issuing AQF qualifications and Statements of Attainment**
  Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package, are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

Licensing/registration requirements

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

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

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

Requirements for assessors

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

Some individual units of competency may be subject to licensing arrangements before training is commenced or before undertaking related work in the industry. Other standards may require licences for those responsible for delivery and assessment.

There are groups of units of competency within SFI04 that provide the training and learning pathway for the development of competency for which a regulatory licence is sought. It is important that marine, OHS and other regulatory authorities are consulted on their requirements for awarding their official licences. **Being successfully assessed against a competency does not automatically mean that a regulatory licence is issued**.

Areas where regulatory licensing conditions apply include:

- vessels
- radio and satellite communications
- diving
- electrical, including refrigeration
- building construction.

Requirements for RTOs

Selected units of competency and qualifications in this Training Package provide the basis for a range of statutory licensing and industry registration arrangements. To satisfy these licensing and registration arrangements, RTOs must meet those additional requirements.

Requirements for candidates

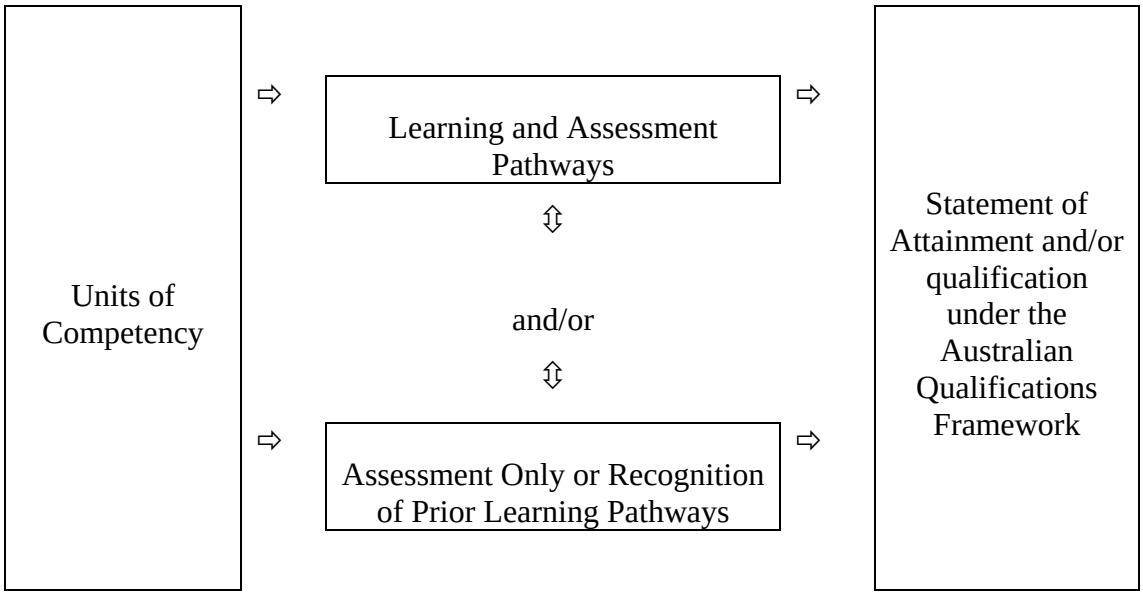
Individuals being assessed under statutory licensing and industry registration systems must comply with training and experience requirements additional to the minimum requirements identified in this Training Package.

Pathways

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

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

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



Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the *Standards for Registered Training Organisations*.

Learning and assessment pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at any time throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be group-based, work-based, project-based, self-paced and action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

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Learning and assessment pathways to suit new apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-only or recognition of prior learning pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or recognition of prior learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* must be met.

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

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

The assessment only or RPL pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories

- people returning to the workplace
- people with disabilities or injuries requiring a change in career.

Combination of pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor competencies

The *Standards for Registered Training Organisations* specify mandatory competency requirements for assessors. For information, Standard 7.3 of the *Standards for Registered Training Organisations follows:*

7.3 **a** The RTO must ensure that assessments are conducted by a person who has:

i the following competencies[1] from the Training Package for Training and Assessment, or demonstrated equivalent competencies:

a TAAASS401A Plan and organise assessment

b TAASS402A Assess competence

c TAASS404A Participate in assessment validation

ii relevant vocational competencies, at least to the level being assessed.

b However, if a person does not have all of the competencies in Standards 7.3a (i) and the vocational competencies as defined in 7.3 a (ii), one person with the competencies listed in Standard 7.3 a(ii) may work together to conduct assessments.

1 A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review Assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies toBSZ401A and BSZ402A and BZ403A in the period will also be accepted for the purposes of this standard.

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Designing assessment tools

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

Use of assessment tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.
There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using prepared assessment tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (*www.ntis.gov.au*). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

Developing assessment tools

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

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2i of the *Standards for Registered Training Organisations*
- meet the assessment requirements expressed in the *Standards for Registered Training Organisations*, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is the Training Package – TAA04 *Training and Assessment* and the unit of competency TAAASS403A *Develop assessment tools*.

Conducting assessment

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

Mandatory assessment requirements

Assessments must meet the criteria set out in Standard 8 of the Standards *for Registered Training Organisations.* For information, Standard 8 of the *Standards for Registered Training Organisations* is reproduced below.

8. RTO assessments

The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

8.1. The RTO must ensure that assessments (including RPL):

- i. comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses
- ii. lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course
- iii. are valid, reliable, fair and flexible
- iv. provide for applicants to be informed of the context and purpose of the assessment and the assessment process
- v. where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
- vi. involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained
- vii. provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes
- viii. are equitable for all persons, taking account of individual needs relevant to the assessment
- ix. provide for reassessment on appeal.

8.2. a The RTO must ensure RPL is offered to all applicants on enrolment.

b The RTO must have an RPL process that:

- i. is structured to minimise the time and cost to applicants
- ii. provides adequate information, support and opportunities for participants to engage in the RPL process.

Access and equity

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

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

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Further sources of information

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

Contacts

Agri-food Industry Skills Council
7 National Circuit
BARTON ACT 2600
PO Box 5450
KINGSTON ACT 2604
Telephone: (02) 6163 7200
Fax: (02) 6163 7278
Web: *www.agrifoodskills.net.au*
Email: info@agrifoodskills.net.au

Australian Training Products Ltd
Level 25, 150 Lonsdale Street
MELBOURNE VIC 3000
PO Box 12211
A'Beckett Street Post Office

MELBOURNE VIC 8006
Telephone: (03) 9655 0600
Fax: (03) 9639 4684
Web: *www.atpl.net.au*
Email: sales@atpl.net.au

Innovation and Business Skills Australia
Level 2, 192 Burwood Road
HAWTHORN VIC 3122
Telephone: (03) 9815 7000
Fax: (03) 9815 7001
Email: virtual@ibsa.org.au

General resources

Refer to *http://antapubs.dest.gov.au/publications/search.asp* to locate the following DEST publications.

AQF Implementation Handbook, Third Edition. Australian Qualifications Framework Advisory Board, 2002, *www.aqf.edu.au*

Australian Quality Training Framework (AQTF) – for general information go to: *www.dest.gov.au*

Australian Quality Training Framework – for resources and information go to: *www.dest.gov.au*

Australian Quality Training Framework *Standards for Registered Training Organisations* Australian National Training Authority, Melbourne, 2005. Available in hard copy from State and Territory Training Authorities or can be downloaded from *www.dest.gov.au*

TAA04 *Training and Assessment Training Package*. This is available from the Innovation and Business Skills Australia (IBSA) Industry Skills Council and can be

viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses – *www.ntis.gov.au*

Style Guide for Training Package Support Materials, Australian National Training Authority, Melbourne, 2003. Can be downloaded from the ANTA page at *www.dest.gov.au*

Assessment resources

Training Package Assessment Guides – a range of resources to assist RTOs in developing Training Package assessment materials developed by ANTA with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described by ANTA publications page of *www.dest.gov.au*. Go to *www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm*

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

Training Package Assessment Materials Kit

1 Assessing Competencies in Higher Qualifications

2 Recognition Resource

3 Kit to Support Assessor Training

4 Candidate's Kit: Guide to Assessment in New Apprenticeships

5 Assessment Approaches for Small Workplaces

6 Assessment Using Partnership Arrangements

7 Strategies for Ensuring Consistency in Assessment

8 Networking for Assessors

9 Quality Assurance Guide for Assessment

An additional guide 'Delivery and Assessment Strategies' has been developed to complement these resources.

Assessment tool design and conducting assessment

VETASSESS and Western Australian Department of Training and Employment 2000, *Designing Tests – Guidelines for designing knowledge-based tests for Training Packages*.

Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

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Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing

Assessor training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program – learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional* Development, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package – Toolbox*, ATPL Melbourne.

Green, M, et al. 1997, *Key competencies professional development package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment system design and management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project – assessment systems and processes, OTFE Victoria*.

Toop, L., Gibb, J. and Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra. Western Australia Department of Training and VETASSESS 1998, *Kit for Skills Recognition Organisations*, WADOT, Perth.

Competency Standards

What is competency?

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

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

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

Contextualisation of units of competency by RTOs

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

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

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Components of units of competency

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

Unit title

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

Unit descriptor

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

Employability Skills

Employability Skills Replacing Key Competency information from 2006
Progressively released from 2006, the key competency information in Training Packages will be replaced by the Employability Skills Framework. In May 2005 the National Training Quality Council endorsed the approach to embed Employability Skills within Training Package qualifications and units of competency.

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 attempted to describe generic competencies for effective participation in work, and were developed in 1992.

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. Funding was provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA), with the report 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:
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 that was developed in the early 1990s.

The report featured an 'Employability Skills Framework' which identified eight Employability Skills[2]:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report demonstrates how Employability Skills can be further described for particular occupational and industry contexts by sets of facets[3]. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important. These facets were seen by employers as being dependent both in their nature and priority within an enterprise's business activity.

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 and harmonious relations across employees and customers	• Listening and understanding • Speaking clearly and directly • 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

2 Personal attributes that contribute to employability were also identified in the report but are not Employability Skills.

3 Facets were originally referred to as 'elements' but were subsequently changed to avoid confusion with the already established terminology used in units of competency.

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	• 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 team work to a range of situations e.g. futures planning, crisis problem solving • Identifying the strengths of the team members • Coaching and mentoring skills including giving feedback
Problem solving that contributes to productive outcomes	• Creative, innovative solutions • Developing practical solutions • Showing independence and initiative in identifying problems and solving them • 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 the context of data and circumstances into account • Resolving customer concerns in relation to complex projects issues
Initiative and enterprise that contribute to innovative outcomes	• Adapting to new situations • Developing a strategic, creative, 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 contributes to long and short-term strategic planning	• Managing time and priorities – setting timelines, 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 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 include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

Employability Skills embedded in units of competency
The detail and application of Employability Skills facets will vary according to the job role requirements of each industry. In developing Training Packages, industry

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stakeholders are consulted to identify appropriate facets of Employability Skills which are embedded within the various components that make up each unit of competency.

The following table contains examples of embedded Employability Skills for each component of a unit of competency:

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

Incorporating Employability Skills into learning and assessment strategies
Employability Skills are an integral part of competency. Units of competency have been developed to ensure relevant Employability Skills facets have been embedded within competency components rather than ‘bolted on’. This approach more accurately describes Employability Skills within the context of work outcomes.

Trainers and assessors are required to analyse and ‘unpack’ each unit of competency to develop learning and assessment strategies that include the application of Employability Skills. This includes implementing learning and assessment strategies that meet learners’ needs and reflect industry requirements.

Prerequisite units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the unit

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

Competency field (optional)

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

Sector (optional)

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

Elements of competency

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

Performance criteria

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

Required skills and knowledge

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

Range statement

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

Evidence guide

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

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The evidence guide describes:

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

Customisation of Seafood Industry units of competency

Customising units of competency involves adding or changing specific industry or enterprise information to the units to better reflect the work of a particular industry or workplace.

Customisation involves no major changes to the integrity of the units of competency. The areas where additions or changes to information can be made are in the performance criteria, the evidence guides and/or the range statement.

A customised unit describes a workplace outcome in a specific enterprise or workplace context that is equivalent to the national standard. Customisation should not be so extensive that the assessment and training required to achieve the unit of competency is decreased or substantially increased.

There are three broad principles relating to the customisation of units of competency. Customisation must ensure the integrity of:

- industry skill requirements
- industry portability requirements
- national competency standards system and AQF qualifications.

Customisation can occur in a number of ways:

- **Performance criteria** can have terminology changed to reflect equivalent enterprise criteria. For example, '…according to enterprise procedures' could become '…according to XYZ enterprise's workplace procedures manual'. Generic terms can be replaced with specific terms. For example, 'plant' could become 'seedling' or 'tube stock', 'pest' could become 'weed' or even a specific species such as 'dingo' or 'rabbit' where it is relevant to the performance of that unit. Performance criteria can also be added where additional steps may want to be emphasised by the enterprise. For example, a worker may be required to immediately contact a nominated person on detection of certain plant pests or animals and this can be added as a performance criterion into the unit.

- The **range statement** can similarly be added to or amended to emphasise particular enterprise contexts. Moreover, items in the range statement that are not relevant to an enterprise can be deleted.
- The **evidence guide** can also be changed to suit a specific enterprise context. For example, items under underpinning knowledge and skills can be made more specific or have terminology changed to make them more relevant. Additional knowledge and skill requirements can be added where desired.

Where a unit of competency has been customised, it will be necessary to state equivalence to the original national unit of competency. For example, 'This unit of competency is equivalent to the unit of competency SFIPROC407B Conduct food safety audits' could be added to the unit descriptor.

Consideration should also be given to customising a unit of competency to allow for alternative communication and to make units culturally appropriate. People seeking to customise a unit of competency for these purposes should refer to the guidance contained in the DEST 'Working with Diversity' series of publications available from *www.dest.gov.au.*

Additional advice on the customisation of units of competency in the Seafood Industry Training Package is provided in Appendix A. Questions regarding equivalence with customised units of competency in Seafood Industry Training Package should be referred to the Agri-food Industry Skills Council.

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Appendix A

Customisation of key functional areas within the Seafood Industry Training Package

The following information relates to customising imported units in the following key functional areas within the SITP:

- quality assurance and product safety
- environmental management
- small business management
- business services, including e-business
- corporate management.

Imported units can be found in Volume Five or, in the case of the Business Services units (BSB units) in the Business Services Training Package itself. Given the large number of BSB units listed in the seafood industry qualifications, and that the Business Services Training Package is widely available amongst RTOs, Agri-food Industry Skills Council has opted to not provide these units of competency.

Quality assurance and product safety

Introduction

Competence in the development and implementation of quality assurance processes and food safety strategies is increasingly important in the seafood industry. Consumers are becoming more demanding in their requirements for food safety and quality. This has resulted in governments beginning to introduce regulations that may ultimately require all businesses that are producing and selling food, including seafood, to have food-safety plans and systems in place.

SFI04 Training Package includes a suite of units of competency to cover the skills and knowledge required to achieve food quality and safety in the seafood industry. The competencies have been imported from the Food Processing and Meat Industry Training Packages to provide a comprehensive coverage of roles and responsibilities, from the implementation of workplace procedures, through to supervising, monitoring, managing and designing quality assurance and food-safety plans and strategies. The specific units imported in to SFI04 Training Package and their source are shown below.

SFI04 Training Package also has a core unit on product safety that is included in all qualifications.

AQF level	Quality assurance	Food safety
AQF 1 Core	NIL	SFICORE101B Apply basic food handling and safety practices
AQF 2 Follow procedures	FDFCORQAS1A Follow work procedures to maintain quality FDFCORQAS2A Implement quality system and procedures	FDFCORFSY2A Implement the food safety program and procedures
AQF 3 Monitor the system	FDFCORQFS3A Monitor the implementation of quality and food safety programs	
AQF 4 Manage the system	MTMCOR402A Facilitate quality assurance process	MTMPSR406A Manage and maintain a food safety plan
AQF 5 Develop and design the system	MTMPS5603A Develop, manage and maintain quality systems	MTMPSR5601A Design and manage the food safety system

Table: Units of competency providing quality assurance and food safety in the Seafood Industry Training Package

Note: SFI04 Training Package has seafood industry units covering food safety in the Seafood Processing stream. An example of this is SFIPROC404B.

The seafood industry in context

It is important that the terms food quality and food safety are not used interchangeably. Quality assurance is important at all stages in the value chain within all sectors of the seafood industry – catching and harvesting; receival, storage and distribution; processing; and wholesaling and retailing. However food safety is mainly an issue for processing and handling.

Seafood quality is largely driven by the marketplace and is the principal factor in determining price and, hence, the viability of fishing enterprises. Long-term supply arrangements will only be possible if quality is assured. It is the responsibility of all sectors of the industry to seek continuous improvements in the quality of their product. For example, in the catching sector, some quality improvements may be achieved through:

- cooking prawns at sea because of their improved storage capability
- introducing spray frozen brine at sea
- using lower weigh fish bins for flathead to protect their soft flesh.

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Some food quality issues are associated with food safety, including:

- on-board handling of shark is necessary to prevent ammonia build-up
- removal of the fatty subcutaneous layer of orange roughy to avoid possible adverse reactions on consumption.

Contrary to publicity about the food safety risks of seafood consumption, seafood presents no higher health risk to humans than any other food group. Consequently, any organisation that is part of the food supply chain, including seafood operations, has a responsibility to supply safe, quality products.

All levels of government in Australia – federal, state or territory and local – have introduced regulations controlling the standards of food-based businesses. Based on a risk management strategy, the regulatory approach adopted by authorities aims to ensure that those operators who present the highest safety risk to consumers face the greatest regulation.

Risk consists of two parts:

- likelihood that a hazard will affect people
- severity of the consequences if it does.

In undertaking risk assessment in the seafood industry, hazards are commonly identified as being in the following categories:

- biological hazards, such as pathogenic bacteria, viruses and worms
- chemical hazards, both naturally occurring (such as ciguatoxin) and introduced (such as pesticides in aquaculture)
- physical hazards (such as bones) and foreign matter (such as glass and wire).

These hazards are usually ‘paired’ with particular seafood products. For example, viral contamination is often associated with shellfish, particularly oysters. By estimating and/or ranking these hazard/product pairings, it is possible to implement management strategies that are tailored to minimise both the risk and the economic consequences to the operators. The strategies employed in the commercial sector include regulation, implementation or international standards within the hazard and critical control point (HACCP) system and other food-safety management systems and plans. For example, a HACCP system is required to manage products that involve a high food-safety risk and for exported product, while an internal management system is appropriate for lower risks.

Environmental management

Introduction

Version 1 of SFI04 Seafood Industry Training Package was enhanced by an increased emphasis on the ecologically sustainable development of Australia's seafood resources. This change reflected the increasing national and international public concern over the depletion of fish stocks and the need for ecological sustainability of global fisheries. Two qualifications were added to Version 2 of SFI04 to provide a vocational pathway for the development and recognition of skills and knowledge in environmental management.

Four new units of competency were developed, three of which are based on generic units of competency in environmental sustainability. Additional units were added to existing qualifications to ensure an integrated approach to environmental management in all qualification streams.

A range of units, both imported and seafood industry specific, provides a systematic approach to implementing an environmental management system (EMS) across an organisation. This adds to references about ecologically sustainable development and environmental management principles and procedures that already existed within seafood industry specialist units.

The key units that underpin the establishment, implementation and ongoing maintenance of an EMS are listed by qualification level (AQF) in the table below.

AQF level	Units
AQF 2	SFIEMS201A Participate in environmentally sustainable work practices
AQF 3	BSBCMN313A Maintain environmental procedures SFIEMS301A Implement and monitor environmentally sustainable work practices SFIEMS302A Act to prevent interaction with protected species
AQF 4	BSBCMN413A Implement and monitor environmental policies BSBCMN416A Identify risk and apply risk management process SFIEMS401A Conduct an internal audit of an environmental management system
AQF 5	BSBMGT507A Manage environmental performance SFIEMS501A Develop workplace policy for sustainability
AQF 6	BSBMGT609A Manage risk BSBMGT610A Manage environmental management systems

The aquaculture and fishing sectors face significant environmental management challenges such as:

- huge costs of retrofits
- lack of suitable technology

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- high monitoring costs
- dealing with external sources of pollution (e.g. water)
- winning over community support for environmentally sustainable use of public resources
- demand to prove to customers that the industry and individual enterprises are 'environmentally sustainable'.

The seafood industry in context

Australia's commercial fishing industry is coming under increasing pressure from environmental regulators, community and consumers to prove that it is ecologically sustainable. The commonwealth government has invested in programs and resources to increase the development of EMS. Research funding has been made available to monitor fish stocks, biodiversity within recognised fisheries, and the impact of fishing on by-catch and the marine environment generally.

The ecosystems on which the fisheries are based are also important to other users for social, economic and cultural purposes. Therefore, ecological sustainability can only be achieved and maintained through an integrated approach to fisheries management that considers impacts on all users and components of the ecosystem.

To achieve ecologically sustainable development, it is important that all fisheries management decision makers ensure that they do not pose a risk of unsustainable or unacceptable impacts on the marine environment.

The decision makers may be:

- fisheries management authorities and their management advisory structures
- fishing industry managers and operators.

Commonwealth and state or territory legislation provides a framework for fisheries management authorities to implement ecologically sustainable management systems. At the commonwealth level, the Environment Protection and Biodiversity Conservation Act 1999 (commonly called the EPBC Act) requires assessment of environmental impacts as an integral component of management systems.

Fishing industry managers have a vital role in supporting the achievement of the ecologically sustainable development of fisheries. Business practices need to integrate with broader fisheries management policies and systems. The units of competency referred to in the table above are designed to support fishing industry managers and operators in developing the skills and knowledge to design and implement environmental management systems within their business. In this way, they will be well placed to protect the long-term commercial viability of their businesses, as well as the sustainability of the marine ecosystem in which they operate.

Aquaculture and commercial fishing operations are now required to be proactive in preventing interaction with threatened, endangered and protected species. States and territories enforce this through their fisheries and environment Acts.

A unit of competency SFIEMS302A Act to prevent interaction with protected species, was added to the SITP in Version 2.

All sectors of the seafood industry have an important responsibility to protect the environment from pollution, particularly when disposing of effluent and other wastes, cleaning agents, and materials discarded from the operation and maintenance of equipment and engines.

Small business management

Introduction

A review of an earlier version of the SITP found that it did not cater well for the needs of the small business sector of the industry. In particular, the existing competencies were seen to better suit the needs of large corporations. It was felt that there was a lack of coverage of the specific skills and knowledge to manage and operate small businesses.

To address this concern, the current Training Package has imported the complete suite of small business management competencies from the Business Services Training Package (BSTP).

The units are:

AQF level	Units	
AQF 4 and 5	BSBSBM301A	Research business opportunities
	BSBSBM401A	Establish business and legal requirements
	BSBSBM402A	Undertake financial planning
	BSBSBM403A	Promote the business
	BSBSBM404A	Undertake business planning
	BSBSBM405A	Monitor and manage business operations
	BSBSBM406A	Manage finances
	BSBSBM407A	Manage a small team

While the above units will cover a wide range of small business management functions and roles, RTOs may wish to access other specialised units from other functional areas of the SFI04 Training Package that cater for industry-specific business services and corporate management roles and responsibilities.

The seafood industry in context

Inclusion of purpose-designed small business management units within the SFI04 Training Package will not guarantee that seafood industry managers will seek to access them. The attitude to training of small business across all industries is well documented, and the seafood industry is no exception.

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By way of illustration, labour force surveys by the Australian Bureau of Statistics have found that fewer than half of small business operators offered any training to its employees and, of those that did offer training, only one third provided structured training.

There is a tendency for training to be seen by small business as a cost, not an investment. Many small business managers view training as irrelevant to their business needs because the training is often too general and not sufficiently focussed on the practical problems of running a small business.

The challenge to those designing training programs for small business is to devise learning strategies that are flexible and easy to access. The National Centre for Vocational Education Research has researched small business in terms of attitude to training and how it becomes involved in training.

The key findings of this research as they affect the seafood industry are that small business:

- prefers short training developed to need its specific needs
- is most likely to train in response to government regulations or other change
- wants training to be delivered in places and at times that reflect its business needs
- prefers a learning style that is problem-based, practical and integrated with its business.

Consultations during the review of the SITP produced some findings that are relevant to those planning to provide training for small business operators in the seafood industries, namely:

- many businesses are family-based
- very few personnel have formal qualifications but they do have extensive technical experience
- many businesses have poor business planning
- most business knowledge is in people's heads rather than documented in procedures and plans.

Businesses services, including e-business

Introduction

SFI04 Training Package has imported a range of units of competency to cover business services roles and tasks performed in the seafood industry in such generic areas as:

- business and financial services
- general administration and office technology
- e-business activities that support other business functions.

The Business Services Training Package is the preferred source of imported units, where they meet the needs of the seafood industry. Agri-food Industry Skills Council believes that this preference will achieve consistency in terms of coverage, formatting and progression through the AQF levels. Units from a small number of other Training Packages have been included to cover gaps identified during consultations within the seafood industry.

The units imported into the SFI04 Training Package within the business services functional area are listed in the table below.

AQF level	Units	
AQF 2	BSBCMN205A	Use business technology
	BSBCMN206A	Process and maintain workplace information
	BSBCMN207A	Prepare and process financial/business documents
	BSBCMN208A	Deliver a service to customers
	BSBCMN209A	Provide information to clients
	TDTA2097A	Replenish stock (aquaculture only)
AQF 3	BSBCMN305A	Organise workplace information
	BSBCMN306A	Produce business documents
	BSBCMN307A	Maintain business resources
	BSBCMN308A	Maintain financial records
	BSBCMN310A	Deliver and monitor a service to customers
	BSBCMN313A	Maintain environmental procedures
	BSBADM308A	Process payroll
	BSBADM309A	Process accounts payable and receivable
	BSBADM408A	Prepare financial reports
	BSBRKG304A	Maintain business records
	BSBFLM303A	Contribute to effective workplace relationships
	BSBFLM309A	Support continuous improvement systems and processes
AQF 4	BSBADM402A	Produce complex business documents
	BSBADM407A	Administer projects
	BSBADM408A	Prepare financial reports
	BSBADM308A	Process payroll
	BSBFLM404A	Lead work teams
	BSBFLM406A	Implement workplace information system
	BSBCMN402A	Develop work priorities
	BSBCMN404A	Develop teams and individuals
	BSBCMN405A	Analyse and present research information
	BSBCMN407A	Coordinate business resources

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	BSBCMN410A strategies	Coordinate implementation of customer service
	BSBCMN413A	Implement and monitor environmental policies
AQF 5 and 6	BSBADM502A	Manage meetings
	BSBADM504A	Plan or review administration systems
	BSBMGT503A	Prepare budgets and financial plans
	BSBMGT504A	Manage budgets and financial plans
	BSBADM505A	Manage payroll
	BSBFLM505A	Manage operational plan
	BSBMGT603A	Review and develop business plans
	BSBMGT604A	Manage business operations
	BSBMGT607A	Manage knowledge and information

Inclusion of e-business units

Business Services Training Australia introduced a new volume of units of competency (Volume 6) into the Business Services Training Package in May 2002. The volume reflects the increasing demand of employers and employees for structured training and recognisable qualifications in the e-business field. This trend is evident across all industries in Australia, including the seafood industry.

As one of the world's leading business management experts, Professor Michael Porter from the Harvard Business School, has said:

'The key question is not whether to deploy internet technology – companies have no choice if they want to stay competitive – but how to deploy it.' (2001)

The internet and internet technology represent a driving force of substantial proportions, fundamentally affecting how business is conducted and how markets function. Use of the internet gives businesses and consumers an important tool for improving their communications and other general operations. It is also likely to alter the nature of competition affecting business.

The internet is an integrated network of computers, servers, digital switches and routers, and telecommunications equipment and systems. Users gain access to the network via a local area network server or an internet service provider's computerised switch that routes traffic to and from end-users directly connected to it. Companies can also use specialised software to design websites and access other technology applications.

As of 2003, there were approximately 600 million people worldwide using the internet. A large majority of businesses are now connected to the internet, although the use varies widely from simple email communications, to information gathering, to a wide range of online business applications.

Businesses in the seafood industry are currently facing major challenges in terms of the extent to which they will use internet technologies and e-business applications as a core part of their operation.

Few seafood businesses will escape making some effort at incorporating the internet into daily work practices – to do otherwise would put them at a competitive disadvantage. The strategic issues for a traditional seafood business are:

- what specific internet applications to implement
- how much emphasis to place on the internet as a channel for serving buyers and suppliers in the local, national and international marketplaces.

In seeking to ensure training resources that assist its industry to access internet technology, Agri-food Industry Skills Council has incorporated a suite of imported units and competencies into the Seafood Industry Training Package that cover a wide spectrum of e-business applications. The following units originate from the BSB01 Business Services Training Package.

AQF level	Units	
AQF 3	BSBEBUS301A	Search and assess online business information
	BSBEBUS304A	Buy online
	BSBEBUS305A	Sell online
	BSBEBUS306A	Make payments online
	BSBEBUS307A	Bank online
	BSBEBUS308A	Maintain online business records
AQF 4	BSBEBUS401A	Conduct online research
	BSBEBUS403A	Communicate electronically
	BSBEBUS405A	Conduct online financial transactions
	BSBEBUS407A	Review and maintain the business aspects of a website
	BSBEBUS408A	Implement and monitor delivery of quality customer service online
AQF 5	BSBEBUS501A	Evaluate e-business opportunities
	BSBEBUS502A	Evaluate e-business models
	BSBEBUS503A	Design an e-business
	BSBEBUS504A	Implement an e-business strategy
	BSBEBUS505A	Implement new technologies for business
	BSBEBUS506A	Plan and develop a business website
	BSBEBUS509A	Implement e-business outsourcing arrangements
	BSBEBUS510A	Manage e-business outsourcing
	BSBEBUS516A	Manage online purchasing
	BSBEBUS518A	Manage an e-business supply chain

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	BSBEBUS519A	Manage online sales systems
	BSBEBUS520A	Manage online payments system
AQF 6	BSBEBUS603A	Evaluate new technologies for business
	BSBEBUS606A	Manage e-business risk
	BSBEBUS613A	Develop online customer service strategies

The seafood industry in context

The seafood industry is in a unique position to take advantage of e-business opportunities and the marketing and efficiency benefits they offer. The industry's catchers and suppliers are widely dispersed and the marketplace for many of its products is international. Some of the potential applications of internet technology are in:

- purchasing supplies, including data sharing to coordinate deliveries
- production and operations, including links with sales and distribution channels
- distribution and logistics, including order processing and transport scheduling
- sales and marketing, including web site catalogues, access to customer data and web-based ordering
- company services, including online customer service, electronic invoicing and payments, electronic banking, payroll, online training and Intranet communications.

The uptake of e-business in the buying and selling of seafood is closely linked to quality. In essence, buyers generally want to see the product and gauge its shelf life before purchase.

In cases where there is a close integration of catching and farming, processing and sales and distribution (for example, within a single company), e-business transactions are more common as the 'trust' issue is internal to the organisation. Similarly, with export business, long-term contracts are only possible if quality is maintained.

Corporate management

Introduction

The SFI04 Training Package has imported units of competency to cover corporate management roles and tasks performed in the seafood industry that cover such generic areas as:

- human resources management
- corporate leadership
- quality and change management.

The Business Services Training Package is the preferred source of imported units, where they meet the needs of the seafood industry. Agri-food Industry Skills Council believes that this preference will achieve consistency in terms of coverage, formatting and progression through the AQF levels.

The units imported into the Seafood Industry Training Package within the corporate management functional area are listed below.

AQF level	Units	
AQF 3	BSBCMN302A	Organise personal work priorities and development
	BSBFLM302A	Support leadership in the workplace
	BSBCMN312A	Support innovation and change
AQF 4	BSBCMN402A	Develop work priorities
	BSBFLM402A	Show leadership in the workplace
	BSBFLM403A	Manage effective workplace relationships
	BSBFLM409A	Implement continuous improvement
	BSBCMN412A	Promote innovation and change
AQF 5	BSBFLM501A	Manage personal work priorities and professional development
	BSBFLM502A	Provide leadership in the workplace
	BSBFLM503A	Establish effective workplace relationships
	BSBFLM506A	Manage workplace information systems
	BSBFLM509A	Promote continuous improvement
	BSBFLM510A	Facilitate and capitalise on change and innovation
	BSBFLM511A	Develop a workplace learning environment
	BSBMGT502A	Manage people performance
AQF 6	BSBMGT601A	Contribute to strategic direction
	BSBMGT605A	Provide leadership across the organisation
	BSBMGT609A	Manage risk

The seafood industry in context

The context for the incorporation of the imported corporate management units into seafood industry training is similar to that outlined for the small business management functional area.

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Environmental Management Competency Standards

This section contains the seafood industry units of competency relevant to the Environmental Management Qualifications. Imported units can be found in Volume V of the Seafood Industry Training Package, with the exception of Business Services units which can be obtained from the National Training Information System online database (www.ntis.gov.au) or purchased from Australian Training Products Limited (www.atpl.net.au).

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SFICORE101B Apply basic food handling and safety practices

Functional area Core

Prerequisite unit Nil

Descriptor

This is a core unit of competency for all sectors of the seafood industry covering food safety procedures and practices and risk management. The unit covers personal hygiene and conduct, and seafood handling and storage. This unit applies to seafood and aquatic products and is essential to all qualifications in the seafood industry.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Identify hazards and risks to seafood and aquatic product	1.1 Key *hazards and risks* associated with the individual's *work area* or area of responsibility are identified, assessed, reported and controlled using appropriate workplace procedures.
2. Follow enterprise hygiene standards, procedures and practices	2.1 Personal hygiene complies with work area and OHS requirements. 2.2 Appropriate personal protective clothing and equipment is selected, checked, used and maintained in accordance with enterprise and OHS requirements. 2.3 *Hygiene procedures* are strictly followed in accordance with *enterprise, legislative* and OHS *requirements.*
3. Handle and store seafood and aquatic product	3.1 *Seafood and aquatic products* are *handled and stored* in accordance with enterprise, legislative and OHS requirements. 3.2 Seafood and aquatic products are handled and stored in a manner that avoids damage, meets hygiene standards, avoids *contamination* and maintains the quality of the product. 3.3 Seafood and aquatic products are stored at the correct temperature required to safely maintain the product in optimal condition and freshness.
4. Follow the enterprise food safety program	4.1 All work activities undertaken are consistent with and conform to the *requirements of an* approved enterprise *food safety program.*

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4.2 *Areas of risk* in the individual's work area within the enterprise are identified, evaluated, reported, controlled and *monitored.*

4.3 Corrective actions are taken within the individual's scope of responsibilities to minimise risk in accordance with the enterprise food safety program.

4.4 Risks beyond the control of the individual are promptly reported to the appropriate person(s).

4.5 Records are completed according to enterprise requirements and work responsibility.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Hazards and risks:

- biological
  - bacteria
  - moulds
  - yeast
  - other organisms
  - contaminants
- physical
  - broken glass, metal, plastic, fibre glass
  - foreign matter
  - sewage
  - soils, water
  - other organisms
  - temperature changes or fluctuations
- chemicals (additives, chemicals and natural poisons)
- hygiene
  - personal habits or practices (smoking, spitting, nose blowing, coughing, hand washing)
  - reporting illness
  - clothing (maintenance and laundering)
  - cleanliness of equipment, apparatus, work surfaces, containers.

Work areas or places:

- retail or wholesale outlet
- seafood and aquatic product processing plant
- fishing vessel
- aquaculture operation; farm, hatchery, nursery
- storage facility, dispatch, transport operation.

Enterprise standard operating procedures relating to ***workplace hygiene:***	• personal habits or hygiene • use of personal protective clothing and equipment • equipment/work area • product contamination and cross contamination.
Enterprise and legislative requirements:	• policies and procedures • licensing requirements • regulatory requirements • industrial awards and agreements • industry codes or codes of practice.

OHS requirements may include:	• relevant state or territory and commonwealth occupational health and safety acts, regulations, national standards, codes of practice and guidance notes which may apply in jurisdiction
	• enterprise specific occupational health and safety policies and procedures
	• examples of specific task related procedures may include:
	  • hazard identification, risk assessment and control (incorporating the hierarchy of control model)
	  • accident and incident reporting
	  • manual handling
	  • use and storage of chemicals.

Seafood and aquatic product:	• live seafood
	• seafood (fillets, whole fish, shell fish, prawns etc)
	• finished/processed product (smoked, dried, frozen etc)
	• other aquatic products:
	  • shells
	  • skins
	  • eggs
	  • aquarium fish
	  • pearls
	• by-products.

Handling and storage:	• to prevent damage (eg flesh–ripped , torn, squashed; product dropped or thrown) • appropriate to product (eg, fillets, whole fish, shell fish, frozen, live stock) • storage at correct temperatures and in appropriate areas • includes safe use and storage of knives and tools used by the worker.
Cross contamination caused by:	• cooked product contaminated by raw product • edible product contaminated by waste • movement of people, product or equipment between areas.
Requirements of an approved food safety program:	• approved by local council or appropriate health department • risk identification

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	• identification of risk areas (control points) • minimisation of risks • monitoring risks (control points) • reporting and recording requirements • hazard analysis critical control point (HACCP) based programs, where applicable.
Areas of risk (control points):	• harvesting, handling, transporting • purchasing, delivery and storage • preparation, processing and cooking • cooling, freezing, defrosting, heating, reheating, storage • holding or display.
Monitoring:	• own tasks and responsibilities • recording data • by visual checks • following inspection requirements of enterprise risk management plan.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standards include:

- broad knowledge of basic food safety principles and requirements
- enterprise hygiene and food safety procedures
- legal and regulatory requirements pertaining to seafood production, storage, handling and packaging relevant to area of work
- personal hygiene practices and clothing requirements relevant to area of work
- common hazards and sources of contamination in area of work
- enterprise food safety recording requirements
- occupational health and safety requirements.

Practical skills

The essential skills a person needs to perform work to the required standards include:

- identification of hazards, contaminants and risks or control points
- handling seafood and aquatic products to prevent damage, spoilage, waste
- storing seafood and aquatic products in appropriate areas at correct temperatures.

Numeracy skills used for:

- recording and reporting data.

Literacy skills used for:
- reading and interpreting relevant enterprise documentation including standard operating procedures and the food safety plan where available
- recording/reporting according to enterprise procedures.

Critical aspects of competence

Assessment of performance should be in a work or simulated work environment over a period of time, covering all categories of the range of variable statements that are applicable to the learner's work environment.

Assessment must confirm the ability to:

- inspect the work area to identify common seafood and aquatic product food safety hazards and associated risks
- maintain personal hygiene and conduct to minimise risk to seafood and seafood product safety
- handle and store seafood and aquatic product safely
- complete recording/reporting requirements.

Assessment must confirm knowledge of:

- own responsibilities within the enterprise food safety plan
- key requirements of the food safety plan
- sources of information on food safety and personal hygiene requirements such as enterprise standard operating procedures or codes of practice.

Interdependent assessment of units

This unit may be assessed in conjunction with other units.

Context of assessment

Assessment is to be conducted at the workplace or in a simulated work environment.

Assessment must relate to the individual's work area or area of responsibility.

Method of assessment

The following assessment methods are suggested:

- written or oral short-answer testing
- practical exercises/case studies
- observation of work activities.

Resources required for assessment

Resources include:

- relevant documentation (enterprise food safety plan, standard operating procedures, code of practice, personal protective equipment, documentation etc).

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Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 1	2	1	1	1	1	1

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

SFICORE103B Communicate in the seafood industry

Functional area Core

Prerequisite unit Nil

Descriptor

This unit of competency specifies the outcomes required to communicate effectively in the workplace. The unit refers to competence in communication rather than English language. This unit is essential for all qualifications in the seafood industry, except for those in fisheries compliance stream at Certificate III or higher.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Perform routine workplace duties following simple written notices	1.1 Written workplace *notices* are read and interpreted correctly. 1.2 Routine written instructions or procedures are followed in sequence. 1.3 Clarification is sought from workplace supervisor on all occasions when any instruction or procedure is not understood.
2. Locate specific information in written material	2.1 Specific information relevant to purpose is located. 2.2 Key information is interpreted correctly.
3. Follow simple spoken messages	3.1 All required information is gathered by listening and is correctly interpreted. 3.2 Instructions or procedures are followed in appropriate sequence for task and in accordance with information received. 3.3 Clarification is sought from workplace supervisor on all occasions when any instruction or procedure is not understood.
4. Participate in discussion to clarify issues, solve problems or consolidate working relations	4.1 *Team meetings* are attended on time. 4.2 Own opinions are clearly expressed and those of others are listened to without interruption. 4.3 *Discussion* with others is conducted in a courteous manner appropriate to age, cultural background and authority in the enterprise procedures. 4.4 Questions about simple routine workplace procedure and matters concerning conditions of employment are asked and responded to.

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5.	**Complete relevant work related documents**	5.1 Range of *forms* relating to conditions of employment are completed accurately and legibly. 5.2 Range of forms about routine duties is completed accurately and legibly.
6.	**Estimate, calculate and record routine workplace measures**	6.1 Estimates are made of routine *workplace measures* in accordance with enterprise procedures. 6.2 *Basic arithmetic processes* are used to *calculate* routine workplace measures. 6.3 Workplace data is *recorded* on standard workplace forms and documents. 6.4 Errors in recording information on forms/documents are identified and rectified.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Notices:

- instructions, labels
- symbols, signs
- tables, simple graphs
- personnel information, notes, rosters
- occupational health and safety policies/procedures/alerts
- dockets with customer details
- may be in English or languages other than English.

Teams:

- formal or informal groups/teams
- small or large groups/teams
- teams based on:
  - work function
  - level of supervision
  - rosters
  - other.

Discussion (communication):

- verbal–face to face, telephone, electronic, two-way radio
- written–electronic, memos, instructions, forms
- non-verbal gestures, signals, signs, diagrams.

Forms:

- personnel forms
- telephone message forms
- safety reports
- shift reports/rosters
- hazard/accident/incident report forms.

Routine workplace measures, estimates and calculations may relate to:	• pay • leave entitlements • shift allowances • materials usage • product characteristics (length, weight, capacity, time, temperature, stock density, stock numbers and age) • product tallies • packing and storing of stock or product.
Basic arithmetic processes:	• addition • subtraction • multiplication • division.
Recording information:	• manually • computer based systems.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standards include:

- knowledge of communication procedures and systems/technology relevant to the enterprise and the individual's work responsibilities
- basic mathematical processes of addition, subtraction, division and multiplication
- estimation processes.

Practical skills

The essential skills a person needs to perform work to the required standards include:

- operation of communications equipment in use in the enterprise relevant to the individual's work responsibilities
- ability to communicate effectively in the workplace by oral means
- ability to complete relevant workplace forms as specified in the range of variables.

Numeracy skills used for:

- estimating processes
- mathematical processes as listed in range of variables.

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Critical aspects of competence

Assessment must confirm ability to:

- complete a range of routine tasks in the workplace complying with all displayed work-related notices. Particular emphasis is to be placed on the observance of safety, health and hygiene-related notices or instructions
- participate effectively in interactive workplace communications which may be in English or another language used at a particular workplace
- estimate and calculate routine workplace data
- record routine workplace data.

Interdependent assessment of units

This unit may be assessed in conjunction with other units.

Context of assessment

Assessment is to be conducted at the workplace or in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- written or oral short answer testing
- practical exercises
- project work
- observation of work activities.

Materials required to be read or listened to should be short, phrased in simple sentences and contain vocabulary familiar to the intended reader.

When writing short notes on forms the writer conveys overall meaning even if grammar and spelling is not 100% accurate.

Standardised forms or reports may be required. Clarification may be sought by asking to rephrase or repeat information.

Communication is assisted by use of body language, dictionaries or a supportive peer.

Resources required for assessment

Resources include:

- a range of health, safety and other notices commonly found in the workplace
- workplace personnel and other forms/documents as listed in the range of variables.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 1	1	1	2	1	1	1

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

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SFICORE105A Work effectively in the seafood industry

Functional area Core

Prerequisite unit Nil

Descriptor

This core unit of competency covers the basic knowledge and skills that individuals need, to work in an effective and environmentally sustainable manner in the seafood industry. The unit is essential for all qualifications in the seafood industry.

Elements	Performance criteria Words in italics appear in the range of variables.	
1. Participate in environmentally sustainable practices	1.1	Knowledge of *environmental* hazards and *risks* and ecologically sustainable development is appropriate to the individual's work area and level of responsibility.
	1.2	Work activities conform to relevant *environmental* legislation, regulations, *procedures* and codes of practice appropriate to the individual's work area and level of responsibility.
	1.3	Environmental hazards and risks relevant to the specific work being undertaken are identified and *responded* to as required.
	1.4	Sustainable resource principles and practices that are consistent with the task, level of responsibility and enterprise requirements are employed in all work activities.
2. Apply knowledge of seafood species, products and equipment	2.1	Seafood *species and products* handled in the enterprise, relevant sector, work area or geographic area are recognised either visually or from a verbal/written description.
	2.2	*Equipment and resources* required for the individual's work are identified either visually or from a verbal/written description.
3. Contribute to a productive work environment	3.1	Work is consistent with *workplace agreements* and *legislative requirements* related to access and equity, equal employment opportunity and workplace harassment.
	3.2	Workplace policies and procedures, including those concerned with security, confidentiality and reporting are followed.
	3.3	Information and skills relevant to work are shared with co-workers.

	3.4	Problems and conflict are recognised and resolved or referred to appropriate person(s).
4. Manage own work	4.1	*Work instructions* are interpreted correctly and confirmation is sought if inconsistencies are noted.
	4.2	Workload is assessed and prioritised within allocated timeframes and according to level of responsibility.
	4.3	Need for additional support to improve performance, if required, is communicated clearly to the appropriate person(s).
	4.4	Responsibilities and duties are undertaken in a positive manner to promote cooperation within the workplace.
5. Identify own learning needs, career options and support organisations within the seafood industry	5.1	*Key industry sectors* and occupations are identified.
	5.2	Career options and training opportunities within the enterprise and seafood industry are identified.
	5.3	Steps are taken, in consultation with *appropriate personnel*, to identify own learning needs for future work requirements and career aspirations.
	5.4	*Key seafood industry organisations* able to provide advice to individuals and the enterprise are identified.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Environmental risks:

- contaminants or sources of cross-contamination
- handling and disposal of waste
- handling and storage of hazardous goods
- individual actions that impact on seafood supply chain
- adverse weather conditions
- overfeeding
- by-catch.

Environmental procedures:

- enterprise standard operating procedures
- industry codes of practice
- legal or regulatory requirements
- personal hygiene
- food safety
- handling
- storage
- transportation
- processing.

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Responses to environmental risks:	• dealing with risk or incident • emergency response or action • reporting • recording or logging details.
Species and products:	• live or dead • fish and related products (eg roe) • shellfish and related products (eg pearls) • reptiles and related products (eg skins) • crustaceans • miscellaneous invertebrates • seaweed or algae.
Equipment and resources:	• fishing gear • vessels • agricultural or farm machinery and equipment • manufacturing or processing machinery and equipment • retail equipment • personal protective equipment • packing and storage equipment and containers • other relevant equipment.
Workplace agreements and legislative requirements:	• industrial awards or enterprise bargaining agreements • individual contracts • occupational health and safety • workers' compensation • superannuation • equal employment opportunity • access and equity.
Work instructions:	• written and/or oral directives and instructions.

Key industry sectors:	• fishing, including fishing charter operations
	• vessel operations
	• fisheries compliance
	• aquaculture
	• post-harvest:
	  • transport and distribution
	  • wholesale and retail
	  • processing.

Appropriate personnel:	• supervisor • peers or colleagues • manager • mentor • human resources personnel • training provider or adviser.

Key seafood industry organisations:

- government departments
- statutory authorities, such as the Fisheries Research and Development Corporation
- professional and industry bodies, including the Australian Seafood Industry Council, Seafood Services Australia and industry training advisory bodies
- cooperatives and marketing bodies
- unions and associations
- other relevant organisations.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- sectors in the seafood industry
- key processes or steps in the seafood supply chain
- links between and interdependence of key processes in the seafood supply chain
- commercial fisheries, species, products, work regimes, typical equipment used and unique aspects relevant to the enterprise, sector or geographic area
- broad knowledge of key seafood industry organisations
- broad knowledge of employment-related legislation and regulations that impact on the seafood industry
- occupations in the industry and learning and career options
- basic environmental management procedures, regulations and codes of practice relevant to the seafood industry
- broad knowledge of ecologically sustainable development principles and practices
- sustainable energy principles and practices relevant to area of work.

Practical skills

The essential skills a person needs to perform work to the required standard include:

- identification of a range of species, seafood/aquatic products and equipment and resources relevant to the enterprise, sector or geographic area
- awareness of environmental hazards and risks in the work area and application of procedures to minimise environmental impacts.

Literacy skills used for:

- reading labels and descriptions and relevant workplace notices and documentation.

Numeracy skills used for:

- estimating time to complete activities and organise personal schedule.

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Critical aspects of competence

Assessment must confirm an ability to complete a range of routine tasks over time, relevant to the individual's area of work responsibility confirming an understanding of the seafood industry and the potential impact of individual actions on the environment.

Assessment must confirm the ability to:

- identify a range of species and seafood/aquatic products relevant to the enterprise, sector or geographic area
- identify a range of equipment and resources relevant to work function
- comply with environmental requirements when completing work tasks to minimise hazards and risks to the environment
- complete work according to enterprise and other requirements, including relevant codes of practice, legislative requirements and workplace agreements.

Assessment must confirm knowledge of:

- the seafood supply chain in the industry or sector
- species, seafood/aquatic products relevant to the enterprise, sector or geographic area
- the use and names of relevant equipment and resources
- individual job tasks, rights and responsibilities
- relevant environmental management procedures, legal and regulatory requirements and codes of practice for the industry sector.

Interdependent assessment of units

This unit may be assessed in conjunction with other units.

Context of assessment

Assessment is to be conducted at the workplace or in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- written or oral short-answer testing
- practical exercises
- project work
- observation of work activities
- third-party or collaborative assessment.

Resources required for assessment

Resources may include relevant documentation such as:

- enterprise standard operating procedures and food safety plans, where relevant
- legal and regulatory requirements
- industry codes of practice
- sources of training and career information.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 1	2	2	2	1	2	1

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

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SFICORE106A Meet workplace OHS requirements

Functional area Core

Prerequisite unit Nil

Descriptor

This unit of competency requires workers to follow defined occupational health and safety policies and procedures relating to the work being undertaken in order to ensure own safety and that of others in the workplace. It is a core unit and is essential for all seafood industry qualifications.

This unit covers the National Occupational Health and Safety Commission Generic Competency A.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Follow workplace procedures for *hazard identification, risk assessment* and *risk control*	1.1 Hazards in the workplace are identified, assessed, reported and controlled using the hierarchy of control model, legislative requirements and workplace procedures.
	1.2 Appropriate personal protective clothing and equipment (PPE) is selected, checked, used and maintained in accordance with OHS requirements and workplace procedures.
	1.3 Hazards in the work area are reported to *designated personnel* according to workplace procedures.
	1.4 *Workplace procedures* and work instructions for controlling risks are accurately followed at all times.
	1.5 Safety checks using appropriate workplace procedures are undertaken before operation of all machinery and vehicles.
	1.6 Work for which *personal protective clothing or equipment* is required is identified and the appropriate protective clothing or equipment is used in performing these duties in accordance with workplace policies and procedures.

	1.7	Prior to performing *manual handling* jobs, hazards are identified, assessed and controlled using workplace procedures and carried out using techniques in safe manual handling as per instruction and ongoing *training*.
	1.8	Risks to *workplace bystanders* are identified and action is taken to reduce risk associated with jobs in the workplace.
2. Follow appropriate emergency procedures	2.1	Individuals maintain the necessary knowledge of and ability to follow procedures for dealing with accidents, fires, and other *emergencies*, communicating location and directions to emergency personnel.
	2.2	Emergency procedures are followed in accordance with enterprise standards and workplace procedures.
	2.3	Emergency equipment is used, serviced and maintained in accordance with manufacturer's specifications and workplace standards and procedures.
	2.4	Appropriate authorities are notified according to company policy.
3. Participate in arrangements for maintaining health and safety of all people in the workplace	3.1	Occupational health and safety issues are raised with designated personnel in accordance with workplace procedures and relevant *occupational health and safety requirements.*
	3.2	Contributions are made to enterprise OHS participative arrangements and the on-going monitoring and reporting of all aspects of occupational health and safety.
	3.3	Hierarchy of control model is followed to level of responsibility.
	3.4	Assistance is provided in developing effective solutions to control the level of risk associated with tasks.

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Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Hazard:

- something (or a source of a situation) with a potential to harm life or health. Examples include:
  - falls, trips and slips
  - hitting or being hit by stationary or moving objects
  - noise
  - manual handling
  - repetitive movements and awkward postures
  - working with knives
  - exposure to heat, cold and UV radiation
  - contact with electricity
  - short or long term contact with chemicals and hazardous substances (ie dust, fumes)
  - contact with plant or marine life
  - plant and machinery operation and maintenance (including for example, unguarded machinery, motor vehicles, unstable vessels)
  - ladders
  - working with inappropriate clothing
  - weather and water conditions
  - contaminants
  - dangerous organisms
  - inadequate training
  - recreational swimming
  - poor housekeeping and lack of deck space
  - immersion in water without a PFD
  - unventilated holds
  - smoking and alcohol.

Hazard identification:

- the process of recognising that a hazard exists, for example:
  - checking equipment or the work area before work commences and during work
  - workplace inspections
- housekeeping.

Risk:

- the likelihood that something will cause harm in the circumstances of its use.

Risk assessment:

- activities undertaken (consistent with level of responsibility) to estimate how likely it is that harm will occur as a result of the existence of a particular risk.

Risk control:

- devices, systems (including work methods) or approaches that reduce exposure to workplace hazards.

Hierarchy of control model:

- a system for developing risk controls with the priority being, in order:
  - eliminating hazards; and where this is not possible, minimise the risk by:
    - substituting for a lesser hazard or risk
    - isolating hazard from personnel
    - engineering controls
    - administrative controls
  - personal protective clothing and equipment

This is a recognised ranking of control measures according to effectiveness form the most effective measures (that eliminate hazards) to the least effective (that achieve only temporary protection and require ongoing checking and change). Personal protective clothing and equipment is regarded as the least satisfactory control measure.

Designated personnel:

- supervisors, managers and team leaders
- enterprise occupational health and safety personnel
- other persons authorised or nominated by the enterprise or industry to perform, approve, inspect or direct specified work.

Workplace procedures:

- instruction on how a workplace activity should be carried out, by whom and when. For example:
  - isolation (also known as lock-out and tag out)
  - permit to work
  - noise and vibration
  - confined space entry
  - emergency procedures
  - rescue procedures
  - use of safety and flotation devices
  - work in rough weather
  - work in an unstable work platform
  - use of personal protective clothing and equipment
  - manual handling
  - use and storage of hazardous substances
  - working at heights
  - accident and incident reporting
  - job procedures and work instructions
  - electrical safety
  - machine guarding
  - plant and equipment (ie operating licensing, maintenance, servicing)
  - vessel housekeeping
  - health and hygiene (for example, alcohol, smoking, shift work, fatigue)

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	• working with the elements (for example isolations, hypothermia, inclement weather, UV exposure) • recreational swimming.
Workplace policy:	• written statement of employer's intentions and how they will action those intentions in the workplace, for example, occupational health and safety, access and equity, discrimination.
Personal protective clothing and equipment:	• equipment and clothing designed to be warn by a person to provide protection from hazards, for example, personal flotation devices (PFD), safety lines, personal locator beacons, gloves, eye protectors, overalls, aprons, spats, shoes, hearing protectors, helmets, hats, harnesses and breathing apparatus. Examples of use may include: • wearing PFDs on board a vessel • wearing PFD and clothing that does not expose the wearer to the risk of loose ends or cords becoming entangled in machinery, nets or ropes • using hearing protection when working near noisy machinery and equipment • wearing hats when working in the sun • wearing gloves, eye protection, overalls, aprons when working with chemicals and pesticides • diving • comply with enterprise food safety or risk management plan.
Manual handling:	• any activity requiring the use of force exerted by a person to lift, lower, push, pull, carry bags, drums, cartons, crates.
Risks to workplace bystanders:	• persons who are not working but are present at or near a workplace and may be affected by the activities of the workplace for example: • being run over and injured by vehicles or vessels • being exposed to noise, chemicals, pesticides slips/falls/spills. • drowning.

Emergencies in the workplace:	• injuries associated with machines, vehicles, vessels, diving • injuries associated with dangerous organisms (bites, stings, poisoning etc) • rough weather and heavy seas • collisions • vessel capsize • falling or being dragged overboard • rescue activities • entanglement in nets or craypot ropes • immersion in water • electrocution • fire • flood • chemical spills.
Occupational health and safety standards requirements may include:	• relevant state or territory legislation, national standards, codes of practice, regulations and/or guidance notes which may apply in a jurisdiction • enterprise-specific occupational and health and safety procedures, policies or standards.
Participative arrangements:	• formal and informal meetings including occupational health and safety • occupational health and safety committees • other committees • health and safety representatives • suggestions, requests, reports and concerns put forward by employees to supervisors • hierarchy of control model to level of responsibility.

Training:	• the development of skills, knowledge, attitudes, competencies through instruction or practice for example:
	  • training on commencement of employment
	  • safe use and handling of hazardous substances
	  • identification of hazardous work practices
	  • manual handling
	  • confined space work
	  • marine safety practices
	  • survival skills.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

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The essential knowledge and understanding a person needs to perform work to the required standards include:

- reasons for and purpose of workplace health and safety requirements
- significant hazards in the workplace
- local emergency services
- ways in which occupational health and safety is managed in the workplace, and activities required under occupational health and safety legislation
- workplace occupational health and safety procedures relevant to the work being undertaken
- preferred order of ways to control risks (ie hierarchy of control)
- the rights and responsibilities of the workplace parties under occupational health and safety acts, regulations and codes of practice
- designated personnel responsible for occupational health and safety within the enterprise.

Practical skills

The essential skills a person needs to perform work to the required standards include:

- following workplace procedures for hazard identification and risk control
- following workplace procedures for acting in an emergency.

Literacy skills used for:

- reading labels, notices and relevant enterprise documentation and manufacturer's specifications
- interpreting occupational health and safety symbols.

Numeracy skills used for:

- estimating weight of items, for example to be lifted or moved.

Critical aspects of competence

Assessment must confirm the ability to:

- follow workplace procedure for hazard identification and risk control when completing a range of workplace operations and circumstances that the individual would be expected to deal with
- act in an emergency.

Assessment must confirm knowledge of:

- significant physical, environmental and chemical hazards in the workplace
- local emergency services
- occupational health and safety risk management
- relevant parts of occupational health and safety legislation, relevant regulations and codes of practice which apply in that state or territory for work being undertaken.

Interdependent assessment of units

This unit may be assessed in conjunction with other units.

Context of assessment

Assessment is to be conducted at the workplace or in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- written or oral short answer testing
- practical exercises
- project work
- observation of work activities.

Resources required for assessment

Resources include:

- enterprise occupational health and safety policies and procedures
- relevant occupational health and safety acts, regulations and codes of practice.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 1	2	2	2	1	2	1

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

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SFIAQUA308B Maintain water quality and environmental monitoring

Functional area Aquaculture operations

Prerequisite unit Nil

Descriptor

This unit of competency involves monitoring advanced water quality and environmental parameters and undertaking specific or general observations. It covers interpreting instructions, appropriately using equipment, data entry and analysis, supervising staff and conveying information.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Plan for monitoring	1.1 Monitoring schedule is read/heard and confirmed with manager.
	1.2 *Advanced* w*ater quality* and *environmental parameters* to be measured are identified.
	1.3 *Routine water quality and environmental parameters* to be monitored by supervised staff are identified.
	1.4 *Equipment* requirements for water quality and environmental monitoring are determined and arranged.
2. Organise for monitoring	2.1 Equipment is checked for availability and serviceability in accordance with enterprise procedures.
	2.2 *Repairs and calibrations* are made in accordance with enterprise procedures and manufacturer's instructions.
	2.3 Data or record sheets/books are collected for use.
	2.4 Equipment and data sheets are moved to monitoring site and readied for use.
	2.5 Staff undertaking basic monitoring are briefed on responsibilities in accordance with monitoring schedule.

3. Carry out monitoring and sampling	3.1	Tests are undertaken in accordance with enterprise procedures and manufacturer's instructions.
	3.2	*Samples* are taken and analysed in accordance with enterprise procedures and manufacturer's instructions.
	3.3	*Samples for external analysis* are preserved, packaged and sent to laboratory in accordance with enterprise procedures and laboratory requirements.
	3.4	Specific and general observations are made in accordance with enterprise procedures.
	3.5	Staff undertaking basic monitoring tasks are supervised and feedback given on work performance.
	3.6	Equipment operation and work practices conform to *occupational health and safety requirements.*
4. Complete monitoring activities	4.1	Equipment and clothing is cleaned, sanitised, repaired and stored in accordance with enterprise procedures.
	4.2	Damaged or malfunctioning equipment is repaired on site or sent to manufacturer or specialist.
	4.3	Test results and observations are accurately recorded on data sheets.
	4.4	All test results are analysed and appropriate modification made to farm activities.
	4.5	Abnormal conditions and equipment requirements are conveyed to senior personnel according to enterprise procedures.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Advanced water quality parameters:

- dissolved or suspended solids or wastes
- carbon dioxide
- redox
- ozone
- soil pH
- clay content of soil
- contaminants/chemicals, including pesticides, herbicides, heavy metals

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	• biological oxygen demand, bacterial (*E. coli* and faecal coliforms) • natural feeds • sediments • fouling • chlorophyll • phosphorus (total and orthophosphate).
Advanced environmental monitoring parameters:	• changes in native land-based and/or aquatic life around the farm including macro-invertebrates and macrophytes • sediment and debris levels • wastes and contaminants • toxic microalgae • presence of severe weather conditions (such as king tide) • on-farm and external chemicals.
Routine water quality and environmental parameters:	• dissolved oxygen • hardness • ammonia • nitrite • nitrate • carbon dioxide • alkalinity • temperature • salinity • pH • turbidity • weather, rain, wind • tides, water flow • organisms in surrounding environment.
Equipment:	• electronic machines • probes, grabs • nets, dredges, traps, cages, plankton nets, water sample bottles • still and video cameras, remote controlled cameras or vehicles • specialised machinery • micropipettes • soil analysis kits • flow injection autoanalysers • spectrophotometer • chlorinometer • advanced chemical tests • refractometer.
Repairs and calibrations:	• adjustment of probes or other settings for calibration • replacement of electronic parts, covers, probes.

Samples:	• stock • water • weather station/meteorological data • sediments or soils • culture equipment • pests, predators or fouling organisms • vegetation (land and aquatic).
Samples for external analysis:	• contaminants, such as heavy metals, pesticides, herbicides and other chemicals • proximate analysis of culture or other organisms • trace elements, mineral content of waters/soils • pathology.
Occupational health and safety requirements may include:	• codes of practice, regulations and/or guidance notes which may apply in a jurisdiction • enterprise-specific occupational health and safety procedures, policies or standards.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- biology and chemistry of water bodies
- basic and advanced water quality tests to be undertaken
- monitoring equipment options and limitations
- monitoring equipment calibration and operating methods
- monitoring equipment maintenance and advanced repairs
- correct collection and submission of samples for external analyses.

Practical skills

The essential skills a person needs to perform work to the required standards include:

- operating basic monitoring equipment
- maintaining and repairing basic monitoring equipment
- recognising normal/abnormal stock behaviour and environmental conditions
- supervising staff.

Literacy skills used for:

- recording monitoring information
- reading and interpreting a monitoring schedule.

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Numeracy skills used for:
- calculating volumes, measuring mass and volume
- drawing calibration curves
- reading machines or test kits.

Critical aspects of competence

Assessment must confirm the ability to:

- correctly use advanced water quality tests and monitoring equipment in carrying out the aquaculture operation's quality and environmental monitoring program and to supervise staff carrying out basic water quality testing and monitoring.

Assessment must confirm knowledge of:

- advanced water quality tests and water sampling
- operation, maintenance and calibration of monitoring equipment
- preservation of samples
- submission of samples for external analyses.

Interdependent assessment of units

This unit may be assessed after/with:

- no recommendations.

Context of assessment

Assessment is to be conducted at the workplace or in a simulated work environment. It should reflect the range of monitoring equipment and tests typically used on aquaculture farms in the local region and it should involve supervision of staff carrying out basic water quality tests and monitoring.

Method of assessment

The following assessment methods are suggested:

- written or oral short-answer testing
- research assignment
- role play
- project work related to on-site scenario or based on a case study.

Resources required for assessment

Resources may include:

- culture structure and medium
- staff to supervise
- water quality tests
- cameras
- monitoring equipment
- on-site scenario or case study
- research reference material.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 2	2	2	2	2	2	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

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SFIEMS201A Participate in environmentally sustainable work practices

Unit descriptor

This unit specifies the outcomes required to measure current resource use effectively and to carry out improvements, including those that will reduce the negative environmental impacts of work practices.

Application of the unit

This unit addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices in the seafood industry.

Competency field

Environment and sustainability.

Element	Performance criteria
Elements describe the essential elements of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised text* is used, further information is detailed in the required skills and knowledge and/or the range statement.
1. Identify current resource use	1.1 Workplace *environmental and resource efficiency issues* are identified.
	1.2 Resources used in own work role are identified.
	1.3 Current usage of resources is measured and documented using *appropriate techniques*.
	1.4 Workplace *environmental hazards* are identified and reported to appropriate personnel.
2. Comply with environmental regulations	2.4 Procedures are followed to ensure *compliance* with relevant environmental regulations.
	2.5 Breaches or potential breaches of relevant environmental regulations are reported to appropriate personnel.
3. Seek opportunities to improve resource efficiency	3.1 *Enterprise plans* to improve environmental practices and resource efficiency are followed.
	3.2 *Suggestions* are made for improvements to workplace practices and resource efficiency.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Competency in this unit requires knowledge and understanding of:

- basic environmental sustainability principles
- environmental and resource hazards and risks associated with the seafood sector in which the individual works
- procedures and processes relevant to the individual's work area that support environmental and resource efficiencies
- environmental laws, regulations and standards and why they are relevant to the work context and seafood industry
- procedures for reporting environmental and resource hazards and risks, and environmental and resource efficiencies and inefficiencies.

Underpinning skills

Competency in this unit requires skills and attributes to:

- recognise procedures and follow instructions
- support changes to work practices that support environmental and resource efficiencies
- question and seek clarification of work requirements
- relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

Competency in this unit requires literacy and numeracy skills to:

- measure and record resource usage
- interpret information relating to resource usage
- report environmental and resource hazards and risks
- make suggestions for the more efficient use of resources.

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (1)	• making suggestions for improved processes and reporting where appropriate.
Collecting, analysing and organising information (1)	• developing and using tools, such as inspection checklists.
Planning and organising activities (1)	• participating in procedures that contribute to workplace environmental and resource efficiency.
Working in a team (1)	• working together to identify improved practices.

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Using mathematical ideas and techniques (1)	• calculating and collating relevant information on company resource consumption.
Solving problems (1)	• discussing possible problems and reporting any risks and hazards.
Using technology (1)	• using software systems for recording and filing measurement data relating to current usage.
Innovation skills (1)	• identifying improvements in work practices • applying learning about resource use to future activities.

Range statement

The range statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The range statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

Environmental and resource efficiency issues may include:	• minimisation of environmental risks and maximisation of opportunities to:
	  • improve business environmental performance
	  • promote more efficient production and consumption of natural resources.
	  This may be achieved for example by:
	  • minimising waste by implementing the waste management hierarchy
	  • efficient energy and water use
	  • seeking alternative sources of energy
	  • efficient feeding practices with aquacultured stock.

Appropriate techniques may include:	• examination of invoices from suppliers to compare per unit cost of product or service
	• measurement of resource consumption under a range of conditions
	• examination of relevant information and data, for example:
	  • labelling of contents
	  • place of origin and manufacture
	  • efficiency rating tables.

Environmental hazards may include:	• by-catch • poorly maintained machinery and equipment • waste and debris, for example from netting and fishing tackle, and oil and fuel containers • fish mortalities and organic waste • excessive feeding.

Compliance may include meeting the requirements of:	• International Convention for the Prevention of Pollution from Ships (MARPOL)
	• federal, state and territory environmental legislation such as:
	  • Environment Protection and Biodiversity Conservation Act 1999
	  • Environment Protection and Biodiversity Conservation Regulations 2000
	  • state and territory environmental protection authorities and agencies
	• local government by-laws and regulations, including regional land and water management plans
	• third party standards such as the ISO 14000 series and those of the Marine Stewardship Council.

Enterprise plans may include:	• environmental management system • documented policies and procedures • work plans, including those relating to minimising waste, increasing the efficiency of water use and improving water quality.
Suggestions may include ideas that help to:	• prevent and minimise risks • maximise opportunities, such as the use of solar or other alternative forms of energy where appropriate • reduce emissions of greenhouse gases • improve energy efficiency • increase the use of renewable, recyclable, re-usable and recoverable resources.

Evidence guide

The evidence guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The evidence guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the Seafood Industry Training Package into which this unit is being imported.

Overview of assessment requirements

A person who demonstrates competence in this unit must be able to provide evidence of the ability to follow workplace procedures according to instructions given, and to participate in the improvement of environmental and resource-efficient work practices at own level of responsibility. Evidence must be strictly relevant to the particular workplace role.

Products that could be used as evidence include:	• reports of measurement of current resource use • lists of environmental hazards/risks, or opportunities for improvements and inefficiencies identified in the workplace.

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Processes that could be used as evidence include:	• approaches to the measurement of current resource use • the way in which advice is sought and suggestions for improvements are made.
Resource implications for assessment include access to:	• appropriate workplace documentation and personnel by the assessee • reports from other parties involved in the process of identifying and implementing improvements • relevant legislation, standards and guidelines.
Validity and sufficiency of evidence requires that:	• the individual applies improved resource efficiency approaches to own work area and can demonstrate outcomes.
Integrated competency assessment:	• means that this unit could be assessed on its own or in combination with other units relevant to the job function.

SFIEMS301A Implement and monitor environmentally sustainable work practices

Unit descriptor

This unit specifies the outcomes required to analyse the workplace in an effective manner in relation to environmentally sustainable work practices, and to implement improvements and monitor their effectiveness.

Application of the unit

This unit addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices in the seafood industry, including the development of processes and tools. It applies to those who have responsibility for a specific area of work or who lead a work group or team.

Competency field

Environment and sustainability.

Element	Performance criteria
Elements define the essential elements of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised text* is used, further information is detailed in the required skills and knowledge and/or the range statement.
1. Investigate current practices in relation to resource usage	1.1 *Environmental regulations* applying to the enterprise are identified.
	1.2 Procedures for assessing *compliance* with environmental regulations are evaluated for their effectiveness.
	1.3 Information on environmental and resource efficiency systems and procedures is collected, and where appropriate, provided to the work group.
	1.4 Current resource usage is measured and documented by members of the work group.
	1.5 Current *purchasing strategies* are analysed and documented.
	1.6 Current work processes are *analysed* to identify areas for improvement.

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2. Set targets for improvements	2.1 Input is sought from *stakeholders, key personnel and specialists*.
	2.2 External sources of information and data are accessed as required.
	2.3 Alternative solutions to workplace environmental issues are evaluated.
	2.4 Efficiency targets are set.
3. Implement performance improvement strategies	3.1 *Techniques and tools* are sourced to assist in achieving efficiency targets.
	3.2 Continuous improvement strategies are applied to own work area and ideas and possible solutions are communicated to the work group and management.
	3.3 *Environmental and resource efficiency improvement plans* for own work group are integrated with other operational activities and are implemented.
	3.4 *Suggestions* and ideas to improve the management of environmental and resource efficiency are sought from stakeholders and acted upon where appropriate.
	3.5 Costing strategies are implemented to fully value environmental assets.
4. Monitor performance	4.1 Outcomes are documented and reports on targets are communicated to key personnel and stakeholders.
	4.2 Strategies are evaluated.
	4.3 New targets are set and new tools and strategies are investigated and applied.
	4.4 Successful strategies are promoted and, where possible, participants are rewarded.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Competency in this unit requires knowledge and understanding of:

- standards, guidelines and approaches to environmental sustainability relevant to the seafood sector, such as:
  - federal, state, territory and local government laws and regulations relating to environmental protection
  - ecologically sustainable development frameworks
  - ISO 14001 Environmental Management
  - regulated and voluntary strategies developed to manage fishery sustainability, including aquacultural production
  - triple bottom line reporting
  - product stewardship
  - ecological footprinting
  - life cycle analyses
  - global reporting initiative
- best practice approaches relevant to the seafood industry
- quality assurance systems relevant to the seafood industry
- supply chain procedures
- strategies to maximise opportunities and minimise impacts relevant to the seafood industry
- relevant knowledge of environmental and resource energy efficiency issues specific to the seafood industry such as:
  - by-catch
  - management and disposal of waste
  - impact of urban and agricultural development on water quality
  - marine ecology
  - catch and disposal monitoring of species, size and quantity
  - fuel and oil consumption
  - strategic and emergency response to reduce environmental risks to livelihoods and natural resources, including the marine environment.

Underpinning skills

Competency in this unit requires skills and attributes to:

- communicate information about environmental sustainability to the work group
- consult with the work group on implementation and improvements in environmental and energy efficiency
- operate and shut down equipment
- manage organisational change associated with the implementation of environmentally sustainable work practices
- implement management policies and procedures relating to environmental and energy efficiency relevant to own work area
- relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- analyse problems, devise solutions and reflect on approaches taken.

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Competency in this unit requires literacy and numeracy skills to:

- interpret documentation relating to environmental and energy efficiency requirements.

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)	• resolving environmental and resource efficiency issues with work group and reporting as required.
Collecting, analysing and organising information (2)	• recognising and acting upon hazards and opportunities • gathering information from a number of sources (including regulatory sources, relevant personnel and enterprise specifications) to provide information and advice.
Planning and organising activities (2)	• planning the work group's activities in relation to measuring current use and devising strategies to improve usage.
Working in a team (2)	• facilitating a team to identify improved practices.
Using mathematical ideas and techniques (2)	• analysing data on organisational resource consumption • analysing data on the volume of organisational waste product.
Solving problems (2)	• devising approaches to improved environmental sustainability.
Using technology (1)	• using software systems for recording and filing measurement data relating to current usage • using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information.
Innovation skills (1)	• identifying improvements • applying learning about resource use to future activities.

Range statement

The range statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The range statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

Environmental regulations may include:	• federal, state and territory environmental legislation, including:
	  • Environment Protection and Biodiversity Conservation Act 1999
	  • Environment Protection and Biodiversity Conservation Regulations 2000
	  • state and territory environmental protection authorities and agencies
	• International Convention for the Prevention of Pollution from Ships (MARPOL)
	• local government by-laws and regulations, including regional land and water management plans.

Compliance may include meeting the requirements of:	• environmental regulations • third party standards such as the ISO 14000 series and those of the Marine Stewardship Council.
Purchasing strategies may include:	• influencing suppliers to adopt environmentally sustainable practices by, for example, using a preferred supplier status based on ratings for environmental performance.
Analysis of work practices may involve:	• observation • measurement of output, throughput and/or resource usage • assessment of quality of product • comparison with benchmark data.

Stakeholders, key personnel and specialists may include:	• individuals and groups, both inside and outside the organisation, that have some direct interest in the enterprise's conduct, actions, products and services, including:
	  • employees at all levels of the organisation
	  • customers
	  • suppliers
	  • community
	  • regulators
	  • industry associations
	  • industry development boards

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	• key personnel within the organisation, and specialists outside it, who may have particular technical expertise.

Techniques and tools may include:	• examination of invoices from suppliers
	• measurements made under different conditions such as water quality and energy consumption (over a twelve month period there will be significant variation due to seasonal factors)
	• continuous improvement tools such as:
	  • ecologically sustainable development frameworks and guidelines
	  • cause and effect diagrams
	  • process and capability mapping
	• benchmarking against substitute products and processes.

Environmental and resource efficiency improvement plans may include:	• addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, surveys and audits
	• referring to standards, guidelines and approaches such as:
	  • ISO 14001 Environmental Management
	  • life cycle analyses
	  • global reporting initiatives
	  • ecological footprinting
	  • triple bottom line reporting
	  • product stewardship
	• determining enterprise's most appropriate waste treatment, including waste to landfill, recycling, re-use and wastewater treatment
	• applying the waste management hierarchy in the workplace
	• initiating and/or maintaining appropriate enterprise procedures for operational energy consumption, including stationary energy and non-stationary (transport).

Suggestions may include ideas that help to:	• improve efficiency in the use of public resources, such as water and fish stock, by increasing the value of the catch • prevent and minimise risks • maximise opportunities, such as the use of solar energy where appropriate • reduce emissions of greenhouse gases • reduce the use of non-renewable resources

- make more efficient use of energy
- maximise opportunities to re-use and recycle materials
- identify strategies to offset or mitigate environmental impacts e.g. purchasing carbon credits
- demonstrate purchasing power through the selection of suppliers with improved environmental performance e.g. purchasing renewable energy
- eliminate the use of hazardous and toxic materials.

Evidence guide

The evidence guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The evidence guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the Seafood Industry Training Package into which this unit is being imported.

Overview of assessment requirements

A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor management policies and procedures within an organisation relating to integrated environmental and resource efficiency.

Products that could be used as evidence include:

- reports of activities of work group in relation to measuring and developing strategies
- work plans with documented benchmarks outlining approaches to improved practices.

Processes that could be used as evidence include:

- the way in which advice is sought and suggestions for improvements are made.

Resource implications for assessment include access to:

- workplace documentation and personnel
- reports from other parties involved in the process of identifying and implementing improvements
- relevant legislation, standards and guidelines.

Validity and sufficiency of evidence requires that:

- the individual demonstrates an understanding of external benchmarks, can demonstrate why the choice of particular benchmarks has been made, applies improved resource use approaches to own work area, and can demonstrate appropriate outcomes.

Integrated competency assessment:

- means that this unit could be assessed on its own or in combination with other units relevant to the job function.

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SFIEMS302A Act to prevent interaction with protected species

Unit descriptor

This unit specifies the outcomes required for skippers and leading hands to implement strategies that prevent or minimise the impact of interaction with protected species resulting from aquaculture or commercial fishing operations. In the event of interaction, the unit extends to interventions that aim to restore the wellbeing of the animal. It also relates to intervention for animals that may be injured through means unrelated to professional fishing.

An individual working at this level will be following the organisation's policies and procedures and acting on the advice of state and federal environment agencies and in response to legislated and regulatory requirements under federal, state and territory fisheries and environment Acts.

This unit does not address the requirements of protecting species that are inherently dangerous, such as sharks and crocodiles.

Note: Any interventions must comply with legislation such as the Environment Protection and Biodiversity Conservation Act 1999 (EPBC Act) and state and territory fisheries and environment Acts, and any subsequent regulations. In some states and territories, it is illegal to kill protected species, even when injured, without the approval of appropriate authorities.

Application of the unit

This unit addresses the knowledge, practices and interventions necessary to prevent or minimise the impact of interaction with protected species.

Competency field

Environment and sustainability.

Element	Performance criteria
Elements describe the essential elements of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised text* is used, further information is detailed in the required skills and knowledge and/or the range statement.
1. Determine strategies for preventing or minimising the impact of interactions	1.1 *Information relevant to protected species* which may be encountered during the *operation* is *obtained*.
	1.2 Information about *strategies* that prevent or minimise the impact of interaction with protected species is obtained.
	1.3 Information about *interventions* that may restore the wellbeing of an animal during or after interaction is obtained.

	1.4	Strategies for preventing or minimising the impact of interactions during the operation are selected in consultation with or by management.
2. Implement strategies	2.1	*Occupational health and safety (OHS) hazards* are identified and risk control procedures are selected using the hierarchy of control model, legislative requirements, and enterprise and workplace procedures.
	2.2	*Resources and equipment* required to implement strategies are identified and acquired following enterprise procedures.
	2.3	*Enterprise procedures* for implementing strategies are developed and documented.
	2.4	Appropriate personal protective clothing, personal flotation devices and appropriate equipment are provided, used and maintained in accordance with enterprise procedures and OHS requirements.
	2.5	Personnel are trained in the implementation of strategies.
	2.6	Strategies are applied in accordance with *agreed procedures.*
3. Intervene to restore the wellbeing of an animal	3.1	The species is accurately identified.
	3.2	Options for intervention are evaluated against *criteria for a successful outcome.*
	3.3	The preferred option for intervention is selected based on agreed procedures and the outcomes of the evaluation.
	3.4	The decision to intervene is taken or referred to management where there is an OHS risk to personnel.
	3.5	The intervention is carried out in accordance with agreed procedures.
	3.6	The wellbeing of the animal is monitored before, during and after the intervention.
4. Monitor and report on interactions	4.1	Interactions, potential interactions and interventions are monitored, recorded, reported to management and referred, as required, to *legislative authorities*.
	4.2	*Data* required by authorities is collected, recorded and relayed as required.

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4.3 Recommendations for improvement to strategies and interventions are communicated to management following enterprise procedures.

4.4 Opportunities to take a regional or whole of industry approach to preventing or minimising the impact of interactions are recognised and referred to *relevant organisations* for consideration.

4.5 Publicity associated with an interaction or intervention event is handled in accordance with enterprise procedures.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Competency in this unit requires knowledge and understanding of:

- biological and behavioural characteristics of protected species likely to be found in the local area of operation
- legislation under which a species is afforded protection
- consequences of non-compliance with fisheries and environment legislation
- regulations pertaining to the responsibility of aquaculture and commercial fishing operations to:
  - prevent or minimise the impact of interactions with endangered, threatened or protected species
  - intervene to restore the wellbeing of an animal
- hazards and risks associated with interaction and interventions with protected species
- hierarchy of risk control measures in ensuring a safe work environment
- enterprise procedures relating to the implementation of strategies and interventions.

Underpinning skills

Competency in this unit requires skills and attributes to:

- identify species
- research information on protected species, including strategies to prevent and minimise the impact of interaction, and interventions to restore the wellbeing of an animal
- identify hazards, assess risks and apply the hierarchy of risk control measures
- evaluate information against criteria for a successful outcome
- communicate both in writing and orally
- carry out interventions
- train personnel in relevant enterprise procedures.

Competency in this unit requires literacy and numeracy skills to:

- research information
- fill out enterprise records
- provide required data
- read and interpret procedures.

Licence requirements

A current licence is required for anyone using a firearm. Refer to the relevant state and territory authority for conditions of use.

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (2)	• training personnel in procedures for preventing or minimising interactions with protected species • relaying information to appropriate authorities.
Collecting, analysing and organising information (2)	• collecting data relating to protected species • obtaining information relating to interventions that will promote the wellbeing of an animal.
Planning and organising activities (2)	• implementing strategies, including interventions, to prepare for interaction events.
Working in a team (2)	• carrying out an intervention.
Using mathematical ideas and techniques (1)	• monitoring the number of interactions and interventions • collecting and recording data on species and individual animals.
Solving problems (2)	• devising strategies that prevent or minimise the impact of interactions • reducing risks associated with carrying out interventions.
Using technology (1)	• researching information.
Innovation skills (2)	• developing innovative strategies to prevent interaction with protected species.

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Range statement

The range statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The range statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

Information relevant to threatened, endangered and protected species may include:

- breeding habits
- feeding habits
- mobility and range
- sources of food
- position in food chain
- life cycle
- behavioural characteristics
- habitat
- vulnerability to interaction
- ecological threats
- legislation such as the EPBC Act and state and territory fisheries and environment Acts, and any subsequent regulations that:
  - afford protection to a species
  - describe allowable interventions
  - define circumstances under which an animal may be euthanased
  - define reportable incidents.

Protected species is considered to be:

- any species that has some level of protection afforded through state, commonwealth or international law, including fish and sharks, mammals, reptiles, marine birds, listed migratory birds and species listed by the commonwealth government through the EPBC Act.

  This would include threatened and endangered species.

Operation refers to:

- aquaculture either on land or in water
- commercial fishing.

Information may be *obtained* from:

- state, territory and federal environment and wildlife agencies
- fisheries compliance agencies
- Seafood Services Australia
- state and territory seafood industry councils
- Ocean Watch and related organisations
- Marine Stewardship Council
- specialists, such as fauna ecologists and marine ecologists.

Strategies may include:	• alternative fishing gear technology • alternative fishing techniques • alternative barrier techniques or materials • using by-catch reduction devices • avoiding known habitats • considering the characteristics of the identified species (such as breeding period, life cycle, feeding habits and habitat) when scheduling fishing or aquaculture operations.
Interventions may include:	• release from device or entanglement • removal of material such as fish hook, netting or plastic which may entangle species • first aid, including resuscitation • rescue and rehabilitation • relocation of animal • euthanasia where an animal is not recovering as expected • assisting animals that may have been injured through means unrelated to professional fishing. Note: Any interventions must comply with legislation such as the EPBC Act and state and territory fisheries and environment Acts, and any subsequent regulations. In some states and territories it is illegal to kill threatened, endangered and protected species, even when injured, without the approval of appropriate authorities.
Occupational health and safety hazards relating to personnel may include:	• entanglement with nets or other fishing gear • vessel propeller and any other appendages or attachment • uncontrolled movement and defensive action of trapped or restrained animal(s) • water, including depth, temperature, current, tide and wave actions • other potentially dangerous animals in local area • other vessels or vehicles moving through the area • manual handling of large, moving animals • use of firearms.
Resources and equipment may include:	• fishing technology gear, including by-catch reduction devices • gear for retrieving and removing an animal such as rods, snips, nets and baskets • first aid materials • means for euthanasing or sedating an animal. Note: Use of immobilising or anaesthetic agents is controlled under state and territory legislation. Refer to relevant authorities for registration requirements.

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Enterprise procedures may address:	• recording, reporting and referring information about interactions and interventions • fishing techniques that minimise interactions • decision-making process for determining appropriate intervention for a range of interaction events anticipated in the location of the operation • humane euthanasing of injured animals and disposal of carcasses • process of continuous improvement for strategies, interventions and enterprise procedures • handling negative and positive media publicity associated with an interaction or intervention event.
Agreed procedures may include:	• company procedures • federal, state and territory Acts • by-laws and statutory rules • publications and guides on interaction with protected species, for example Queensland Department of Primary Industries and Fisheries '*A guide for commercial fishers - Looking after Protected Species in Queensland*'.
Criteria for a successful outcome may include:	• potential for success in restoring the animal's wellbeing • safety and security of crew • security and safety of equipment • security and wellbeing of aquacultured stock • compliance with catchment and/or whole of industry codes of conduct or limitations, and state and territory fisheries and environment Acts.
Legislative authorities may include:	• state and territory fisheries and environment agencies.
Data may include:	• sex • size • numbers in the range statement.
Relevant organisations may include:	• management committees responsible for industry-based management plans such as environmental management systems • industry associations and state government agencies • legislative authorities under the EPBC Act.

Evidence guide

The evidence guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The evidence guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the Seafood Industry Training Package into which this unit is being imported.

Overview of assessment requirements

A person who demonstrates competence in this unit must be able to provide evidence of the ability to apply strategies that prevent or minimise the impact of interactions with threatened, endangered and protected species. Evidence must be relevant to the operation and location in which the person works.

Products that could be used as evidence include:	• work diary • photographs • enterprise records and referrals to fisheries and environment agencies • case studies, simulation or drill.
Processes that could be used as evidence include:	• application of strategies to prevent or minimise the impact of interactions • evaluation and selection of intervention options to restore the wellbeing of an animal.
Resource implications for assessment include access to:	• appropriate enterprise procedures and workplace personnel • operational environment or simulation that closely resembles an actual workplace • relevant legislation, standards and guidelines.
Validity and sufficiency of evidence requires that:	• the individual can demonstrate the implementation of strategies over a period of time and can carry out a range of interventions.
Integrated competency assessment:	• means that this unit could be assessed on its own or in combination with other units relevant to the job function.

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SFIEMS401A Conduct an internal audit of an environmental management system

Unit descriptor

This unit specifies the outcomes required for a supervisor to prepare for, carry out and document an internal audit of an environmental management system. The environmental management system may be enterprise-based or it may be a system developed by a common interest group, for example oyster growers within an estuary or a fishers' cooperative.

The internal audit also covers the implementation of identified corrective action and opportunities for improving and monitoring their effectiveness. Specialist technical expertise may be required to analyse and interpret monitoring data.

Application of the unit

This unit addresses the knowledge, processes and techniques necessary to conduct internal audits of environmental management systems in the seafood industry. The systems may be to a third party certification or stewardship standard, but this is not essential.

Competency field

Environment and sustainability.

Element	Performance criteria
Elements describe the essential elements of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised text* is used, further information is detailed in the required skills and knowledge and/or the range statement.
1. Prepare for an internal audit	1.1 The *scope* of the planned audit is determined and the requirements are detailed.
	1.2 Procedures to be audited are identified and *relevant documentation* is collected.
	1.3 Relevant personnel are briefed, and roles and responsibilities are allocated.
	1.4 A detailed audit plan is developed in consultation with relevant personnel.
	1.5 A checklist to identify conformance and non-conformance is developed.
2. Conduct the internal audit	2.1 The components of the *environmental management system* and *work area* to be audited are selected.
	2.2 Continuous improvement and ownership of the audit process are maximised by collaborating with *relevant personnel*.

	2.3	Sufficient evidence is collected to identify non-conforming aspects of the environmental management system.
	2.4	Evidence is analysed using *improvement tools* to identify suitable corrective actions.
3. Report findings	3.1	The internal audit is *reported* as directed in the audit plan.
	3.2	Findings from the audit process are documented in the required format.
	3.3	Recommendations for corrective actions are presented.
	3.4	Strategies are provided for the implementation of the corrective actions.
4. Complete corrective actions	4.1	Relevant personnel are consulted regarding the necessary strategies to improve the environmental management system.
	4.2	An action plan is developed and implemented to improve the environmental management system.
	4.3	The effectiveness of the corrective action is evaluated and reported after an agreed time interval.
	4.4	Relevant *documentation* is recorded and stored appropriately for future access.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Competency in this unit requires knowledge and understanding of:

- enterprise or cooperative environmental management system
- national or international environmental standards and protocols relevant to the audit
- audit processes
- continuous improvement processes
- problem-solving techniques that identify causes of non-conformance and options to remedy problems
- reporting requirements of the workplace or common interest group
- organisational structure of the enterprise or common interest group, including responsibilities and delegated authority of key personnel
- relevant health, safety and environment requirements.

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Underpinning skills

Competency in this unit requires skills and attributes to:

- interpret environmental management system documentation
- interpret relevant national and international standards and codes of practice
- develop and document an audit plan, action plan and conformance/ non-conformance checklist
- analyse monitoring data
- document and report on findings
- present recommendations.

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)	• making suggestions for improved processes and reporting where appropriate.
Collecting, analysing and organising information (3)	• collecting and analysing evidence • developing and using tools, such as conformance checklists.
Planning and organising activities (3)	• developing the audit plan and action plan.
Working in a team (3)	• consulting with personnel to identify strategies for improved practices.
Using mathematical ideas and techniques (3)	• collating and evaluating monitoring data and evidence of improvements.
Solving problems (3)	• providing strategies for the implementation of the corrective actions.
Using technology (1)	• using software systems for recording and filing documentation • using software applications for collating and evaluating numerical data.
Innovation skills (2)	• identifying improvements.

Range statement

The range statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The range statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

The *scope* identifies the components of the environmental management system being audited and may include:	• responsibilities of personnel within the enterprise or common interest group • document and data control • product identification and traceability • process control • water quality control • training • servicing of vessels, vehicles, machinery and equipment • waste control • purchasing procedures • control of customer-supplied product • public resources, such as fish stocks and water • external controls.
Relevant documentation may include:	• environmental management system plan and procedures • any documentation related to the environmental management elements being audited • community feedback • training records • monitoring records • certification documentation from clients and suppliers • material and equipment specifications.

Environmental management system plan and procedures may address the requirements of:	• federal, state and territory environmental legislation such as:
	  • Environment Protection and Biodiversity Conservation Act 1999
	  • Environment Protection and Biodiversity Conservation Regulations 2000
	  • state and territory environmental protection authorities and agencies
	• state and territory occupational health and safety legislation and regulations
	• local government by-laws and regulations, including regional land and water management plans
	• International Convention for the Prevention of Pollution from Ships (MARPOL)
	• third party standards such as the ISO 14000 series and those of the Marine Stewardship Council.

Work area may be within:	• an enterprise • all or selected enterprises operating under a communal environmental management system.

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Relevant personnel may include communications with:	• managers, customers, suppliers, general public, state or federal fisheries management and environmental protection officers, and other personnel with environmental management responsibilities.
Improvement tools may include:	• ecologically sustainable development frameworks and guidelines • cause and effect diagrams • process and capability mapping.
Reporting may involve:	• verbal responses • judgement and recommendations • written reports • presentations • data entry into enterprise or cooperative group databases.
Documentation may include:	• audit documents • enterprise or common interest group environmental management system plans • safety precautions, standard operating procedures and work instructions • environmental certification or registration requirements.

Evidence guide

The evidence guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The evidence guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the Seafood Industry Training Package into which this unit is being imported.

Overview of assessment requirements

A person who demonstrates competence in this unit must be able to provide evidence of the ability to conduct internal audits on environmental management systems. Evidence must be strictly relevant to the particular workplace role which may be based in an enterprise or around a cooperative group.

Products that could be used as evidence include:	• documentation relating to the planning, conduct and reporting of an internal audit of an environmental management system • documentation demonstrating the application of continuous improvement processes.
Processes that could be used as evidence include:	• application of audit principles • approaches to continuous improvement • approaches to planning.

Resource implications for assessment include access:	• by the assessee to documentation relevant to the audit • to personnel who have a role and responsibility in implementing and/or monitoring the effectiveness of the environmental management system.
Validity and sufficiency of evidence requires that:	• the assessee undertakes several internal audits (an audit can address one or more components of the environmental management system).
Integrated competency assessment:	• means that this unit can be assessed on its own or in combination with other units relevant to the job function.

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SFIEMS501A Develop workplace policy for sustainability

Unit descriptor

This unit specifies the outcomes required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances.

Application of the unit

This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within seafood industry workplaces, including the development and implementation of policy.

Competency field

Environment and sustainability.

Element	Performance Criteria
Elements define the essential elements of a unit of competency.	Performance criteria describe the required performance needed to demonstrate achievement of the element. Where *italicised text* is used, further information is detailed in the required skills and knowledge and/or the range statement.
1. Develop workplace sustainability policy	1.1 *Scope* of sustainability policy is defined.
	1.2 *Stakeholders* are identified and consulted as a key component of the policy development process.
	1.3 *Strategies* for minimising the use of non-sustainable resources, reducing the use of toxic material and hazardous chemicals, and employing life cycle management approaches at all stages of work, are included in policy.
	1.4 Recommendations are made for policy options based on likely effectiveness, timeframes and cost.
	1.5 Policy is developed that reflects the organisation's commitment to sustainability as an integral part of the business planning and as a business opportunity.
	1.6 Appropriate methods of implementation are agreed.

2. Communicate the policy	2.1	The policy, including its expected outcome, is promoted to key stakeholders.
	2.2	Those involved in implementing the policy are informed as to outcomes expected, activities to be undertaken and responsibilities assigned.
3. Implement the policy	3.1	Procedures to help implement the policy are developed and communicated.
	3.2	Strategies for continuous improvement in resource efficiency are implemented.
	3.3	Record systems for tracking continuous improvements in sustainability approaches are established and responsibilities are assigned.
4. Review policy implementation	4.1	Outcomes are documented and feedback is provided to key personnel and stakeholders.
	4.2	Success or otherwise of policy is investigated.
	4.3	Records are monitored to identify trends that may require remedial action, and are used to promote continuous improvement of performance.
	4.4	Policy and/or procedures are modified as required to ensure performance improvements.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Competency in this unit requires knowledge and understanding of:

- policy development relating to environmental sustainability
- principles, practices and available tools and techniques of sustainability management relevant to own seafood industry sector, including:
  - ecologically sustainable development frameworks
  - ISO 14001 Environmental Management
  - regulated and voluntary strategies developed to manage fishery sustainability, including aquacultural production
  - triple bottom line reporting
  - product stewardship
  - ecological footprinting
  - life cycle analyses
  - global reporting initiatives
- best practice approaches relevant to own workplace and seafood industry sector
- relevant systems and procedures to aid in the achievement of sustainability in the workplace and seafood industry sector
- quality assurance systems relevant to own enterprise

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- other relevant enterprise policies, procedures and protocols
- equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed.

Underpinning skills

Competency in this unit requires skills and attributes to:

- facilitate teams
- consult and validate policy with work group
- adjust communication to suit different audiences
- respond to diversity, including gender and disability
- influence others with accurate, researched argument.

Competency in this unit requires literacy and numeracy skills to:

- read and evaluate complex and formal documents, such as policies and legislation
- research, analyse and present information
- prepare written reports requiring precision of expression, and language and structures suited to the intended audience.

Key competencies or generic skills relevant to this unit

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

Communicating ideas and information (3)	• discussing with stakeholders possible approaches to policy development and implementation • contributing to the resolution of disputes amongst stakeholders.
Collecting, analysing and organising information (2)	• gathering information from a number of sources (including regulatory sources, relevant personnel and enterprise specifications) to provide information and advice.
Planning and organising activities (2)	• planning the policy development process, including organising meetings with stakeholders.
Working in a team (3)	• consulting with personnel to develop policy for sustainability.

Using mathematical ideas and techniques (2)	• analysing data on enterprise resource consumption.
Solving problems (2)	• resolving disputes amongst stakeholders • devising approaches to policy implementation.
Using technology (1)	• using software systems for recording and filing measurement data of current usage • using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information.
Innovation skills (1)	• identifying improvements • benchmarking against industry best practice and attempting new approaches to sustainability.

Range statement

The range statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The range statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

Scope of sustainability policy may include:	• an integrated approach to sustainability that includes environmental, economic and social aspects, or a narrower one to focus on each aspect individually
	• the parts of the enterprise to which the policy is to apply, including whether it is for the whole enterprise, one site, one work area or a combination of these
	• an investigation of the particular business and market context of the industry/enterprise
	• addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
	  • ISO 14001 Environmental Management
	  • life cycle analyses
	  • global reporting initiative
	  • ecological footprinting
	  • triple bottom line reporting
	  • product stewardship.

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Stakeholders may include:

- individuals and groups both inside and outside the organisation that have some direct interest in the enterprise's conduct, actions, products and services, including:
  - employees at all levels of the organisation
  - customers
  - suppliers
  - community
  - regulators
  - politicians
  - industry associations
  - industry development boards.

Strategies may include:

- awareness raising among stakeholders
- training staff in the principles and techniques of sustainability
- promotional activities.

Evidence guide

The evidence guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The evidence guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the Seafood Industry Training Package into which this unit is being imported.

Overview of assessment requirements

A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and procedures within an enterprise. The review of the policy after implementation will also need to be evidenced.

Products that could be used as evidence include:

- policies, plans and procedural documentation outlining the approach taken
- implementation and work plans.

Processes that could be used as evidence include:

- the methods used to involve stakeholders, both in policy development and implementation and review.

Resource implications for assessment include access to:

- workplace documentation and personnel
- reports from other parties involved in the development and implementation of policy
- relevant legislation, standards and guidelines.

Validity and sufficiency of evidence requires that:	• evidence is collected over a period of time and includes both direct, indirect and supplementary forms of evidence • while there should be some access to an actual workplace, part of the assessment may be through simulated project-based activity, scenarios, case studies, role plays or actual participation in sustainability work practices and processes • the candidate has been a key person in the development of the enterprise policy and that the developed policy complies with legislative requirements; it should also contain an implementation strategy that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators.
Integrated competency assessment:	• means that this unit could be assessed on its own or in combination with other units relevant to the job function.

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SFILEAD401A Develop and promote knowledge of the industry sector

Functional area Leadership

Prerequisite unit Nil

Descriptor

This unit of competency deals with the capability of an industry sector leader to keep up-to-date with current and emerging industry sector developments and to disseminate and present the information effectively to industry members and at public forums.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Build and maintain a detailed knowledge of the sector	1.1 Knowledge of key *products, equipment, supply chain, organisations*, resource management processes and policies, *work policies and practices*, resource stakeholders, *legislation and regulations* and other *industry sectors* is developed and maintained.
	1.2 Likely sources of information are identified and accessed as required.
	1.3 Relevant historical events, and the sensitivities and positions of the people involved, are recalled and applied.
2. Assess *new developments*	2.1 Emerging issues of potential significance to the industry are identified and researched.
	2.2 Relevant research findings are assessed for significance to the sector.
	2.3 The opportunities and risks of new developments are identified and assessed.
	2.4 The views of other stakeholders and interest groups are identified and assessed for their potential benefit or impact.
	2.5 Risk mitigation strategies are developed in consultation with other sector members.
3. *Disseminate information* to best effect	3.1 Broad sector awareness and interest in key issues are promoted by providing regular and timely information.

	3.2	Accurate and balanced information is disseminated to other stakeholders using language, style and format that are readily understood.
4. *Present information* at public forums	4.1	Appropriate forums are selected to present industry positions.
	4.2	Reliable information and advice are obtained to prepare well-focused presentations.
	4.3	Presentations are made at public forums using language and delivery styles that have been adapted to meet the needs of the audience.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Products:

- live and dead seafood
- fish and related products (eg roe)
- shellfish and related products (eg pearls)
- reptiles and related products (eg skins)
- crustaceans
- miscellaneous invertebrates
- seaweed and algae
- manufactured foodstuffs (eg soups).

Equipment:

- fishing gear
- vessels
- aquacultural machinery and equipment
- manufacturing, processing and refrigeration equipment
- retail equipment
- communication equipment, including computers
- safety gear and personal protective clothing and equipment
- packing and storage equipment and containers.

Supply chain:

- cultivate, grow/culture
- harvest or catch
- transport and storage
- process
- auction/wholesale and retail
- consumption.

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Organisations:	• relevant government departments • statutory authorities such as the Fisheries Research and Development Corporation • professional and industry bodies, including the Australian Seafood Industry Council, Seafood Training Australia, industry training advisory bodies and Seafood Services Australia • cooperatives, marketing bodies and associations • export promotion agencies such as the Exporters Club • employer associations • unions • fishery management committees and advisory groups • conservation and environmental organisations such as the Nature Conservation Council and the World Wide Fund for Nature • schools, RTO's and industry training centres • recreational fishing groups • research organisations • political organisations.
Work policies and practices:	• industrial awards, enterprise bargaining agreements, share of catch agreements and individual workplace agreements and contracts • equal employment opportunity • workers compensation • jurisdictional variations • superannuation • disability policies and practices • occupational health and safety (OHS).
Legislation and regulations:	• fisheries licensing, regulations and legislation (commonwealth and state or territory) • marine, harbour and boating • marine safety, including the International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • native title and land claims • marine park • environmental, including the environmental protection, biodiversity and conservation acts • fuelling and bunkering • quarantine legislation and the import and export requirements of the Australian Quarantine Inspection Service (AQIS) • OHS standards • taxation • access and equity • safe food and Food Standards Australia New Zealand • genetically modified organisms • manning regulations • Exclusive Economic Zone • international agreements.

Industry sectors:	• other fisheries, including fishing charter operations
	• vessel operations
	• fisheries compliance
	• aquaculture
	• post-harvest:
	  • transport and distribution
	  • wholesale and retail
	  • processing
	• importing, exporting, trading and marketing
	• Indigenous Australian fishers.

New developments:	• technological change • new products, markets, processing, packaging and equipment • quality and environmental requirements • legislative and resource management changes • political issues • proposed policy changes • research findings.

Information (monitoring and disseminating):	• verbal information (face-to-face and telephone)
	• written information (electronic, memos, reports, newsletters, surveys, media releases, posters and brochures)
	• discussion of issues:
	  • with industry groups and government representatives
	  • at port, sector, cooperative and community meetings.

Presentation standards:	• preparation, including knowledge of the subject matter and suitability of presentation for target audience or occasion • presentation aids such as handouts, overhead transparencies, slides, PowerPoint and videotapes • punctuality and personal appearance • tone and volume of voice • use of language and explanations • clarity of message • humour and entertainment value • responses to questions.

Evidence Guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

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Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- product, including species and correct marketing names
- work regime, typical equipment used and unique aspects relevant to sector or geographic area
- key processes or steps in the seafood supply chain
- links between and interdependence of key processes in the seafood supply chain
- processes for identifying stakeholders and opinion leaders
- key seafood industry political processes and stakeholders, including individuals, interest groups and organisations
- employment and workplace safety legislation and regulations that impact on the seafood industry
- other sectors in the seafood industry and their supply chains
- basic environmental and resource management procedures, regulations and codes of practice relevant to the specific sector within the seafood industry
- ecologically sustainable development principles and practices such as Environment Australia protocols
- scientific and economic concepts relating to fisheries management, including maximum sustainable yield, maximum economic yield and technology creep
- major historical events that have shaped the seafood industry over time
- new and emerging processes, technology and quality or environmental requirements
- changing customer expectations and buying patterns
- price movements and seasonality of competing products and supplies
- methods of disseminating information to best effect.

Practical Skills

The essential skills a person needs to perform work to the required standard include:

- tapping into a wide range of information sources
- researching industry information
- analysing the relevance, accuracy and shortcomings of information and discerning trends, issues and implications
- assessing the risks and opportunities implicit in new information
- explaining ideas and concepts to a wide range of audiences
- writing clear, plain-English summaries of industry information
- identifying target groups that can use industry information to good effect
- presenting and distributing information to stakeholders using effective strategies.

Critical aspects of evidence

Assessment must confirm the ability to:

- build knowledge by researching information from a wide range of sources on key matters relating to the sector
- analyse information for gaps, accuracy and industry significance

- be proactive by recognising threats and opportunities affecting the sector
- provide timely and appropriate information and advice to sector members and other stakeholders.

Assessment must confirm current working knowledge of:
- the sector, organisations, representatives and political processes relevant to the industry sector.

Interdependent assessment of units

This unit may be assessed with other leadership units.

Context of assessment

Assessment is to be conducted in the workplace or in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- interview and oral questioning
- observation of an oral presentation made by the candidate
- review of articles, reports, advice and other industry information written by the candidate
- feedback from stakeholders regarding accuracy, timeliness and relevance of information provided by the candidate
- review of a project that describes the candidate's research and analysis of a topic or issue.

Resources required for assessment

Resources may include:

- copies of relevant legislation and regulations
- copies of fisheries management or research reports.

This competency in practice

Industry representatives have provided story-lines to illustrate the practical application of each unit of competency and show its relevance to a workplace setting.

‘Getting ready for export’

One industry leader realised that if his sector was going to get into exports, then the suppliers would have to start cooperating with each other to guarantee continuity of product. Somehow, he had to build their knowledge of new food safety and business planning principles.

He set up a small group of suppliers and encouraged them to test their operations against the new food-safety framework. From the lessons learned, he developed four examples of food-safety plans to suit different types of fishing operations.

Small businesses have benefited from this by adapting a model food-safety plan to their own food-safety requirements and keeping their costs down. By linking the program to FarmBis funds, the leader was able to organise business skills-development workshops to help suppliers start down the path to AQIS accreditation and exports.

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This industry leader recognised the need to develop a more strategic industry focus among members of the local supply chain and found a way of raising their interest, knowledge and profitability.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 2	2	2	2	1	2	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

SFILEAD402A Negotiate effectively for the sector

Functional area Leadership

Prerequisite unit Nil

Descriptor

This unit of competency deals with the capability of an industry sector leader to develop networks of key contacts and to communicate and exchange information with the objective of developing and negotiating sectoral positions to best effect. The leader will be required to represent and negotiate for the sector at meetings with other stakeholders.

Elements	Performance criteria Words in italics appear in the range of variables.	
1. Maintain effective networks with individuals	1.1	A network of contacts is developed, maintained and used by taking the time to talk and listen to *stakeholders*.
	1.2	The benefits of a *diversity of views* are valued and used to build a broad perspective of the sector.
	1.3	Cooperation is encouraged between sectoral interests by identifying mutual benefits.
2. Communicate clearly	2.1	Stakeholder information needs are clarified and the leader's position is prepared.
	2.2	Language used is appropriate to the situation.
	2.3	Active listening is used to seek stakeholder input and achieve a balanced exchange of views.
	2.4	Feedback is sought at the time to ensure that the views expressed by all stakeholders have been understood.
3. Negotiate persuasively	3.1	Key individuals and target groups that can advance industry interests and procedures are identified.
	3.2	Realistic positions and supporting arguments are prepared in advance in anticipation of the likely expectations and points of negotiation of other stakeholders.
	3.3	Values, concerns and views of others are respected and lines of communication are kept open.
	3.4	Differences of opinion are acknowledged to encourage the rigorous examination of all options.
	3.5	Negotiations are kept focused on key issues and moving towards a final resolution.

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4. Participate effectively in *meetings*	4.1 Attendance at meetings is prepared and planned. 4.2 Meeting procedures are followed. 4.3 Accurate and balanced information is provided to add constructively to debate. 4.4 Consensus and compromise are sought to achieve agreed outcomes. 4.5 Agreed outcomes of meetings are adhered to and disseminated to other sector members.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Stakeholders:

- commercial fishing groups
- conservation and environmental organisations such as the Nature Conservation Council and the World Wide Fund for Nature
- recreational fishing groups
- traditional fishing groups
- other community-based organisations
- relevant ministers, government departments and authorities such as the department of Agriculture, Fisheries and Forestry Australia and the Australian Fisheries Management Authority
- professional and industry bodies, including industry associations, the Australian Seafood Industry Council, Seafood Training Australia, industry training advisory bodies and Seafood Training Services
- other fishery management committees and advisory groups
- research organisations such as the Australian Bureau of Agricultural and Resource Economics, the Bureau of Rural Sciences and the Fisheries Research and Development Corporation
- political organisations
- cooperatives, marketing bodies and associations.

Diversity of views:	• conservation of the species • recognition of the interests of other users of the ecosystem • maintenance of the ecosystem • achievement of economically sustainable development of the species • achievement of the commercial viability of fishing operators • implementation of adaptive management strategies that reflect uncertainty in scientific and other data.
Meeting purpose:	• meetings with industry groups, researchers and government and political representatives • port, sector, community and service club meetings • regional, state and national policy development meetings • cooperative or other organisation's board meetings • fishery Management Advisory Committee meetings • public forums.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- government legislation and budget processes
- information and resources available in the industry and within the organisation
- political parties, platforms and processes
- the range of stakeholder organisations and their interests
- principles of negotiation, mediation, conflict resolution and incident de-escalation
- structured and inclusive meeting procedures
- available public and community forums
- government organisations, processes and communication channels.

Practical skills

The essential skills a person needs to perform work to the required standard include:

- liaising with key people, organisations and government
- consulting and encouraging involvement and commitment within the sector
- encouraging the exchange of views and information through active listening and effective questioning techniques
- providing verbal and written communication that is clear and concise

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- ensuring that the intended message is delivered and that the key points are covered
- making a strong case without overselling it or becoming personal or aggressive
- acknowledging disagreements and the views of others and dealing constructively with differences
- ensuring that negotiations stay focused and do not collapse unnecessarily
- compromising to achieve realistic and achievable outcomes
- achieving outcomes in meetings through adherence to meeting procedures and seeking consensus and compromise.

Critical aspects of evidence

Assessment must confirm the ability to:

- communicate clearly with key individuals, target groups and the government to position the industry to best effect
- listen actively, understand the information needs of others and adapt communication to suit
- prepare for and participate in meetings to obtain effective outcomes
- negotiate and lobby persuasively
- negotiate constructively by acknowledging the legitimate positions of other stakeholders.

Interdependent assessment of units

This unit may be assessed with other leadership units.

Context of assessment

Assessment is to be conducted in the workplace or in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- observation of networking undertaken by the candidate
- interview and oral questioning
- review of industry information prepared by the candidate
- feedback from stakeholders about the capability of the candidate to establish rapport and negotiate effectively
- feedback from stakeholders about the candidate's ability to participate in meetings
- role-play and responses to scenarios.

Resources required for assessment

No recommendations.

This competency in practice

Industry representatives have provided story-lines to illustrate the practical application of each unit of competency and show its relevance to a workplace setting.

‘Families in business not blokes in boats–changing community views’

When you talk to someone on behalf of your sector, you have to know your facts and who you are talking to.

One industry sector leader put it this way:

‘Decide whether the person is likely to be of help. If they can help, then you have to speak convincingly about your sector. Remember, that there are four kinds of people–knockers, talkers, gunna do’s and doers. Leaders should be able to explain the dollar value of the sector to the community, what legislation they work under and how they meet their obligations. Always have some positive messages about what the sector is doing. Know what’s over the horizon–tell them where your sector will be in five years, what’s the employment growth, what’s the export potential, and so on.’

This leader’s message is simple. ‘Fishers have to tell their own story because lobbyists do not have the same passion and family commitment.’

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 2	2	3	2	1	2	1

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

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SFILEAD403A Demonstrate commitment and professionalism

Functional area Leadership

Prerequisite unit Nil

Descriptor

This unit of competency deals with the capability of industry sector leaders to invest time and energy beyond their commercial interests to get things done for the benefit of the sector. The leaders must be ethical and professional in their dealings with others and appreciate the benefits of cultural diversity for their sector.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Exhibit professionalism	1.1 Open, honest and ethical dealings with stakeholders are demonstrated through *personal example.*
	1.2 Industry goals are placed above self-interest or gain and *conflicts of interest* are declared promptly.
	1.3 Personal commitment and loyalty to the industry are shown by supporting agreed goals, other leaders, colleagues and staff.
	1.4 *Leadership* is demonstrated by inspiring others to participate in the achievement of common goals.
	1.5 Information gained through own position is used sensitively and in the best interests of the industry.
2. Make a commitment to get things done	2.1 A strong personal commitment to achieving committee objectives is made, while balancing personal and work commitments.
	2.2 Effective *time management* is demonstrated.
	2.3 A commitment is made to *learning* and continuous improvement.
3. Demonstrate diplomacy, integrity and ethics	3.1 The sharing of knowledge and expertise is demonstrated through personal example.
	3.2 Conflict is managed constructively, impartially and with a minimum of fuss.
	3.3 Respect is engendered through *ethical values* and honest actions and speech.

4. Work effectively with cultural diversity	4.1	*Cultural diversity* is respected and promoted as an integral part of the industry.
	4.2	Individuals are encouraged to promote their own special qualities or backgrounds.
	4.3	Communication styles are modified to accommodate diverse audiences.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Personal example:

- ethics, integrity, honesty and sincerity
- manner and personal appearance
- organisational protocol
- safety
- listening, sensitivity, warmth, humour and empathy
- working with cultural diversity
- mediation and conciliation
- consideration, praise and encouragement
- networking
- responding to deadlines and returning calls promptly
- willingness to become involved.

Conflicts of interest:

- conflicting directorships or membership of organisations
- insider trading
- improper use of information
- bribery, gifts and entertainment
- favours for friends and relatives
- political activity.

Leadership traits:

- self-awareness
- motivation, passion and optimism for achieving goals
- empathy and social skills
- resilience, adaptability and intuition
- awareness of own strengths and weaknesses
- inspiration and motivation of others
- shared leadership responsibility and delegation.

Time management:

- keeping diaries and journals
- setting priorities
- breaking tasks in to a logical sequence of manageable activities
- delegating roles and responsibilities
- maintaining a systematic approach.

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Learning opportunities:	• coaching and mentoring • shadowing • job, role and task rotation • participation at industry forums, workshops and seminars • participation in fishery management committee meetings • participation in work groups attached to committees • participation in leadership programs and resource management courses • tertiary and technical training to upgrade skills and qualifications.
Ethical values:	• respect for the law and natural justice • integrity, objectivity and impartiality • honesty, openness, trustworthiness and confidentiality • responsibility, accountability and corporate governance • diligence • respect for individual differences • probity • economy and efficiency • procedural fairness.
Benefits of cultural diversity:	• wider range of potential leaders • cultural enrichment • retention of broad stakeholder interest and support • greater range of available ideas and strategies • stronger community and public awareness and involvement.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- range of leadership styles and follower behaviour
- interpersonal interactions involving verbal and non-verbal communication
- codes of practice and conflicts of interest
- time management techniques
- motivation techniques
- working with groups
- team-building strategies

- benefits of diversity to sector and general community
- learning processes and skill-development strategies.

Practical skills

The essential skills a person needs to perform work to the required standard include:

- inspiring, enthusing, encouraging and praising others
- willingness to follow as well as to lead
- developing morale and motivating groups
- willingness to challenge ideas and confront issues, barriers and obstacles
- taking responsibility for getting things done and moving the sector forward
- learning from others and from past mistakes
- working outside one's 'comfort zone'
- respecting and valuing individual differences
- seeking feedback and using this for continuous improvement.

Critical aspects of evidence

Assessment must confirm the ability to:

- demonstrate ethical dealings with stakeholders
- demonstrate professionalism and commitment to sector goals and codes of practice
- demonstrate determination, motivation and persistence in 'getting the job done'
- remain focused on agreed objectives and goals even in difficult circumstances
- maintain energy and long-term commitment
- respect and harness individuality and diversity to benefit the sector
- demonstrate commitment to continued learning
- manage emotions and cope with stress.

Interdependent assessment of units

This unit may be assessed with other leadership units.

Context of assessment

Assessment is to be conducted in the workplace or in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- interview and oral questioning
- role-plays and responses to scenarios
- feedback from stakeholders about the candidate's professionalism, respect for diversity, ethical dealings with others and leadership through personal example
- review of professional development activities undertaken by the candidate
- review of the candidate's diaries and planning to evaluate time management.

Resources required for assessment

No recommendations.

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This competency in practice

Industry representatives have provided story-lines to illustrate the practical application of each unit of competency and show its relevance to a workplace setting.

'Interests need not be conflicts of interest'

One industry leader believes that 'at the end of the day, most of us have interests because we all have our livelihoods on the line.'

The industry couldn't operate if none of its leaders held any association with the fishery. But if interests are declared, then there is no conflict.

'What you have to do is put the interests of the fishery and sector above your own personal interests. That may mean that from time to time you will have no option but to support a policy that harms your own business.'

This leader highlights the need for ethical and professional dealings and the high standards expected.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 2	2	2	2	1	2	1

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

SFILEAD404A Provide expert information to a Management Advisory Committee

Functional area Leadership

Prerequisite unit Nil

Descriptor

This unit of competency deals with the capability of Management Advisory Committee (MAC) participants to provide constructive information and advice at committee meetings based on their expertise, knowledge and experience of a sector within a fishery. The participants must ensure that colleagues within their industry sector are informed of MAC developments and seek their input and feedback.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Build and maintain a detailed knowledge of an industry sector	1.1 Knowledge of products, equipment, supply chain, organisations, key stakeholders, resource management processes and policies, legislation and regulations and other industry sectors is developed and maintained.
	1.2 Likely sources of information are identified and accessed as required.
	1.3 Relevant historical events, and the sensitivities and positions of the people involved, are recalled and applied.
	1.4 New developments, including quality and environmental requirements, affecting the sector are identified and assessed for their potential impact.
2. Provide quality information to the committee	2.1 Meeting procedures are observed in accordance with the requirements of the MAC chairperson and the agency.
	2.2 Accurate and balanced *information* is provided to the committee.
	2.3 Information is provided to add constructively to the committee discussion or debate.
	2.4 Contributions to the MAC are made in a *professional and ethical manner.*
3. Keep sector informed of committee process	3.1 Interested fishery members are informed of meeting outcomes and feedback is sought.
	3.2 Confidentiality and sensitivity of meeting processes is respected, where appropriate.

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Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Products:

- live and dead seafood
- fish and related products (eg roe)
- shellfish and related products (eg pearls)
- reptiles and related products (eg skins)
- crustaceans
- miscellaneous invertebrates
- seaweed and algae
- manufactured foodstuffs (eg soups).

Equipment:

- fishing gear
- vessels
- aquacultural machinery and equipment
- manufacturing, processing and refrigeration equipment
- retail equipment
- communication equipment, including computers
- safety gear and personal protective clothing and equipment
- packing and storage equipment and containers.

Supply chain:

- cultivate, grow/culture
- harvest or catch
- transport and storage
- process
- auction/wholesale and retail
- consumption.

Organisations:

- ministers and relevant government departments
- statutory authorities such as the Fisheries Research and Development Corporation
- professional and industry bodies, including industry associations, the Australian Seafood Industry Council and industry training advisory bodies
- cooperatives, marketing bodies and associations
- other fishery management committees/advisory groups
- conservation and environmental organisations such as the Nature Conservation Council and the World Wide Fund for Nature
- traditional fishing groups
- recreational fishing groups
- research organisations such as the Bureau of Rural Sciences and the Australian Bureau of Agricultural and Resource Economics

	• political organisations.
Legislation and regulations:	• fisheries licensing, regulations and legislation (commonwealth and state or territory) • marine, harbour and boating • marine safety, including the International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • native title and land claims • marine park • environmental, including the environmental protection, biodiversity and conservation acts • fuelling and bunkering • quarantine legislation and the import and export requirements of the Australian Quarantine Inspection Service • occupational health and safety standards • taxation • access and equity • safe food and Food Standards Australia New Zealand (FSANZ) • genetically modified organisms • manning • Exclusive Economic Zone • international agreements.

Other industry sectors:	• other fisheries, including fishing charter operations
	• vessel operations
	• fisheries compliance
	• aquaculture
	• post-harvest:
	  • transport and distribution
	  • wholesale and retail
	  • processing
	• importing, exporting, trading and marketing
	• Indigenous Australian fishers.

New developments:	• technological change • new products, markets, processing, packaging and equipment • legislative and resource management changes • political issues and proposed policy changes • research findings.

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Quality and environmental requirements:	• enterprise standard operating procedures and quality assurance systems • industry or sector codes of practice • legal/regulatory requirements such as legal limits and quotas • personal hygiene • hazard and critical control point analysis • food safety, including state or territory food regulations and FSANZ requirements • animal welfare • ecologically sustainable fisheries requirements, including population dynamics, fishing impacts and management strategies.

Information dissemination:	• verbal information (face-to-face and telephone)
	• written information (electronic, memos, reports, newsletters, surveys, media releases, posters and brochures)
	• discussion of issues:
	  • with industry groups and government representatives
	  • at port, sector, cooperative and community meetings.

Professionalism and integrity:	• making time for consultation and meeting preparation • putting views in a manner that engenders cooperation and compromise • ensuring that contributions are in the best interests of the industry sector, rather than acting as an advocate for an organisation or interest group • acknowledging the roles and accountability of other stakeholders • observing confidentiality, tact and discretion when dealing with sensitive issues and documents • declaring any financial and other self-interest.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- the relevant sector in the seafood industry and its supply chain
- other commercial fisheries, species, products and correct marketing names

- work regime, typical equipment used and special features of the relevant sector or geographic area
- key processes or steps in the seafood supply chain
- processes for identifying stakeholders and opinion leaders
- key seafood industry stakeholders, including individuals, interest groups and organisations
- key seafood industry political processes
- employment and workplace safety legislation and regulations
- basic environmental and resource management procedures, regulations and codes of practice relevant to the seafood industry sector
- ecologically sustainable development principles and practices such as Environment Australia protocols
- scientific and economic concepts relating to fisheries management, including maximum sustainable yield, maximum economic yield and technology creep
- major historical events that have shaped the sector over time
- new and emerging processes, technology and quality or environmental requirements
- methods of disseminating information to best effect.

Practical Skills

The essential skills a person needs to perform work to the required standard include:

- tapping into a wide range of sources of information
- researching industry information
- analysing the relevance, accuracy and shortcomings of information and discerning trends, issues and implications
- assessing the risks and opportunities implicit in new information and developments
- explaining ideas and concepts to a range of audiences
- identifying target groups that can use information to good effect
- presenting and distributing information to constituents using effective strategies.

Critical aspects of evidence

Assessment must confirm the ability to:

- build knowledge by researching information from a range of sources on key matters relating to the industry sector
- analyse information for gaps, accuracy and industry significance
- be proactive by recognising existing and potential threats and opportunities affecting the sector
- provide timely and appropriate information and advice to key stakeholders and other members of the sector.

Assessment must confirm current working knowledge of:

- the sector, organisations, representatives and political processes relevant to the industry sector.

Interdependent assessment of units

This unit may be assessed with other leadership units.

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Context of assessment

Assessment is to be conducted in the workplace or in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- interview and oral questioning
- observation of an oral presentation made by the candidate at, for example, port meetings of constituents
- review of information that candidate may have supplied to the committee or other stakeholders
- feedback from the MAC chairperson and/or other MAC members regarding the accuracy, timeliness and relevance of information provided by the candidate to the committee
- feedback from constituents regarding the candidate's information dissemination
- feedback from MAC chairperson and/or agency member regarding candidate's respect for confidentiality, as required.

Resources required for assessment

No recommendations.

This competency in practice

Industry representatives have provided story-lines to illustrate the practical application of each unit of competency and show its relevance to a workplace setting.

'We are all experts'

One MAC member stresses that fishers have a lot of knowledge that is invaluable to sensible management decisions about the fishery.

'Our fishery has had the benefit of ongoing scientific research and no-one would question its value as the basis for determining quotas and the timing of harvests.

Although most fishers don't have letters after their name, they are just as important to the MAC process as the scientists. I have three decades of practical fishing experience and can recognise significant patterns and trends. For example, I have noticed that drastic weather patterns, like the El Niño effect, can affect the food chain and hence the mortality of the stock. Scientists do not always take such issues into account.

It is important that fishers convey their observations to the MAC and question scientists about other variables, such as the impact of environmental factors on the stock.'

This MAC member's message is that industry members are also experts. They are experts in the local area and in the knowledge of long-term trends in the fishery.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 2	2	2	3	1	2	1

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

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SFILEAD405A Analyse information to develop strategic fisheries management options within the Management Advisory Committee

Functional area Leadership

Prerequisite unit Nil

Descriptor

This unit of competency deals with the capability of a Management Advisory Committee (MAC) participant to support the achievement of ecologically sustainable development strategies for fishery resources. In analysing information, the MAC participant is expected to take into account the legitimate interests of other stakeholders, and to recognise any limitations in scientific data or other information relating to changes or risk to ecosystems.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Analyse meeting papers and other information prior to meetings	1.1 Available information is assessed for key points, assumptions and recommendations. 1.2 Questions to clarify critical information and advice are developed in readiness for meetings. 1.3 Additional specialist advice is sought where necessary. 1.4 Viewpoints expressed by all *stakeholders* are interpreted from a broad industry perspective.
2. Prepare realistic positions and supporting arguments in advance	2.1 The implications of the available information and any proposed strategies for the *participant's* sector are assessed. 2.2 The likely expectations and points of negotiation of other participants are determined. 2.3 Logical and *balanced conclusions* are drawn from the available information. 2.4 Practical and sustainable *fisheries management* options are planned from a broad industry perspective.

3. Propose strategic approaches to fisheries management	3.1	Input to management plans is constructive and sympathetic to the interests of all stakeholders.
	3.2	The uncertainty and lack of precision of scientific and other information are appreciated and reflected in the selection of management strategies.
	3.3	Performance indicators are proposed for preferred options that are consistent with the interest of the broad range of ecosystem users.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Stakeholders:

- commercial fishing groups
- conservation and environmental organisations such as the Nature Conservation Council and the World Wide Fund for Nature
- recreational fishing groups
- traditional fishing groups
- other community-based organisations
- relevant ministers and authorities such as the department of Agriculture, Fisheries and Forestry Australia and the Australian Fisheries Management Authority (AFMA)
- professional and industry bodies, including industry associations, the Australian Seafood Industry Council, Seafood Training Australia, industry training advisory bodies and Seafood Training Services
- other fishery management committees/advisory groups
- research organisations such as the Australian Bureau of Agricultural and Resource Economics, the Bureau of Rural Sciences and the Fisheries Research and Development Corporation
- political organisations
- cooperatives, marketing bodies and associations.

MAC participants:

- chairperson, who may be independent
- commercial fisher members
- research members
- government or agency members such as AFMA representatives
- recreational fisher members
- traditional fisher members
- environment and conservation members
- other community members.

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Balanced conclusions:	• conservation of the species • recognition of the interests of other users of the ecosystem • maintenance of the ecosystem • achievement of economically sustainable development of the species • achievement of the commercial viability of fishing operators • implementation of adaptive management strategies that reflect the uncertainty of scientific and other data.

Fisheries management options:	• input controls:
	  • limited entry
	  • restriction on boat numbers
	  • restrictions on gear
	  • area closures
	  • open and closed seasons
	• output controls:
	  • Total Allowable Catches
	  • Individual Transferable Quotas
	• combination of input and output controls and other sector-specific options.

Evidence Guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- relevant legislation, regulations and international treaties and agreements
- government
- policy development and budget processes at commonwealth, state or territory and local level
- political parties, platforms and processes
- fisheries management options
- adaptive management strategies
- relevant developments in other industries and sectors
- impact of change on individuals, groups, organisations and industry
- strategies for consulting and gaining support for industry positions.

Practical Skills

The essential skills a person needs to perform work to the required standard include:

- identifying changing circumstances and the need to challenge current industry positions
- interpreting complex information, including legislation, regulations, business plans, budgets, fisheries and other scientific research data
- critically analysing information, summarising the key issues and making sense of them
- explaining ideas and concepts to a range of audiences
- assessing a range of alternatives rather than choosing the easiest option
- applying adaptive management strategies to reflect the uncertainty of scientific data
- developing solutions and practical strategies that are innovative
- negotiating for consensus or compromise
- communicating industry visions and directions to other MAC stakeholders.

Critical aspects of evidence

Assessment must confirm the ability to:

- take a broad industry view that goes beyond sectors, organisations and individuals
- identify current best practice in other industries and organisations (both within Australia and internationally)
- challenge traditional thinking and solutions and seek proactive and adaptive approaches
- identify opportunities for beneficial change
- analyse long-term trends to identify the need to change current industry policies and procedures
- assess the implications of a particular course of action for other stakeholders and interest groups
- develop and promote practical action plans and strategies to achieve the industry's vision and goals
- canvass management strategies that reflect risk and the uncertainty of impacts on the ecosystem
- evaluate the potential outcomes of strategies in respect to achieving industry goals.

Interdependent assessment of units

This unit may be assessed with other leadership units.

Context of assessment

Assessment is to be conducted in the workplace or in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- feedback from stakeholders about the candidate's contribution to fisheries management planning in the sector

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- review of articles, reports, advice and other industry information written by the candidate
- interview and oral questioning
- role-plays and responses to scenarios.

Resources required for assessment

No recommendations.

This competency in practice

Industry representatives have provided story-lines to illustrate the practical application of each unit of competency and show its relevance to a workplace setting.

'There are no easy answers' according to one MAC member.

His fishery is one of Australia's oldest fisheries. It is managed through a combination of input and output controls, which are adjusted as new information becomes available. Currently, there are input controls such as limited entry, size limits for particular species and gear restrictions on hooks and mesh size.

The MAC was concerned that further input controls would be unable to curb the growing pressure on the fishery and so a new management plan based on Individual Transferable Quotas was introduced. With the setting of Total Allowable Catches for key species, some input controls have been relaxed.

The MAC is faced with multiple pressures and competing objectives. There is scientific uncertainty over the impact of fishing and other users on the resource and ecosystem generally. A major strategic stock assessment is being prepared.

The establishment of nurseries to protect juvenile fish and breeding is being considered. The committee is implementing and monitoring a new by-catch action plan. Quotas are under close scrutiny to prevent effort creep and possible overfishing.

The message from this MAC member is clear:

'We live in such uncertain times. Committee members must be able to work with incomplete and complex information. They also need to apply the precautionary principle in developing strategic management approaches that pursue the sustainability of the resource while improving the economic efficiency of the industry.'

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 2	2	2	2	1	2	1

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

SFILEAD406A Negotiate collective outcomes within the Management Advisory Committee process

Functional area Leadership

Prerequisite unit Nil

Descriptor

This unit of competency deals with the capability of a Management Advisory Committee (MAC) participant to seek agreement within the MAC consultative process through mature discussion and negotiation, having regard for what is best for the fishery and the broader ecosystem.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Communicate views in a clear and constructive manner	1.1 Language used in committee meetings is appropriate to the broad range of *participants*.
	1.2 Active listening is used to seek reactions from other *stakeholders*.
	1.3 Feedback is sought to ensure that the views of all stakeholders have been understood.
	1.4 A balanced *exchange of views* is encouraged.
2. Manage *conflict* to seek resolution	2.1 A diversity of views is acknowledged and respected.
	2.2 Positions are held while appreciating the boundaries of other stakeholders.
	2.3 Overall interests of the resource are put above personal and commercial interests.
	2.4 Conflict is resolved through meaningful negotiation and compromise, where necessary.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

MAC participants:

- chairperson, who may be independent
- commercial fisher members
- research members
- government or agency members
- recreational fisher members
- traditional fisher members

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	• environment and conservation members • other community members.
Stakeholders:	• commercial fishing groups • conservation and environmental organisations such as the Nature Conservation Council and the World Wide Fund for Nature • recreational fishing groups • traditional fishing groups • other community-based organisations • relevant ministers, government departments and authorities such as the department of Agriculture, Fisheries and Forestry Australia and the Australian Fisheries Management Authority • professional and industry bodies, including industry associations, the Australian Seafood Industry Council, Seafood Training Australia, industry training advisory bodies and Seafood Training Services • other fishery management committees/advisory groups • research organisations such as the Australian Bureau of Agricultural and Resource Economics, the Bureau of Rural Sciences and the Fisheries Research and Development Corporation • political organisations • cooperatives, marketing bodies and associations.
Exchange of views:	• conservation of the species • recognition of the interests of other users of the ecosystem • maintenance of the ecosystem • achievement of economically sustainable development of the species • achievement of the commercial viability of fishing operators • implementation of adaptive management strategies that reflect the uncertainty in scientific and other data.
Sources of conflict:	• ecologically versus economically sustainable development • public and private ownership and access • competing access demands from commercial, recreational and traditional fishing • competing demands from several fisheries operating on single ecosystems • competing interests of other users of the marine environment, including tourism, coastal development, oil and gas production, shipping and telecommunication cables

- Australia's international obligations, including the United Nations (UN) Law of Sea, UN Fish Stocks Agreement and regional fisheries management organisations
- other emerging issues such as animal welfare.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- principles of negotiation, mediation, conflict resolution and incident de-escalation
- structured and inclusive meeting procedures.

Practical skills

The essential skills a person needs to perform work to the required standard include:

- encouraging the exchange of views and information through active listening and effective questioning
- providing verbal communication within the MAC that is clear and concise
- ensuring that the intended message is delivered and that the key points are covered
- making a strong case without overselling it or becoming personal or aggressive
- acknowledging disagreements and the views of others and dealing constructively with differences
- ensuring that negotiations stay focused and do not collapse unnecessarily
- compromising to achieve 'win-win' outcomes.

Critical aspects of evidence

Assessment must confirm the ability to:

- prepare for and participate in MAC meetings to obtain effective outcomes
- communicate clearly within the MAC to position the sector to best effect
- listen actively, understand the information needs of others and adapt communication to suit those needs
- negotiate persuasively while dealing constructively with differences within the MAC.

Interdependent assessment of units

This unit may be assessed with other leadership units.

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Context of assessment

Assessment is to be conducted in the workplace or in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- feedback from the MAC chairperson and/or other MAC members regarding the communication and conflict resolution skills displayed by the candidate in committee meetings
- review of information that the candidate may have supplied to the committee or other stakeholders
- interview and oral questioning
- role-plays and responses to scenarios.

Resources required for assessment

No recommendations.

This competency in practice

Industry representatives have provided story-lines to illustrate the practical application of each unit of competency and show its relevance to a workplace setting.

'Negotiation not confrontation'

Negotiating is not easy. One MAC member commented 'I used to get so frustrated in committees. I couldn't get my message across because I was always too blunt. My views were always rejected straight away.

After a while, I got smarter….I took the time to get to know the other members and what they were interested in. I began to understand where they were coming from.

I soon realised that all of the MAC members were stakeholders, like me. I think I now understand where they are coming from. I now do a lot more preparation before meetings. I work out the key issues for myself and try to have a few questions prepared ahead of time. I also talk to the other members before the meeting, especially if there's something controversial on the agenda–like allocations.

I feel more satisfied with the MAC process and that I get my message across more often than not. There are still conflicts from time to time, but I try and focus on the debate rather than the personalities.'

This MAC member highlights the importance of mature and constructive discussions when negotiating collective outcomes for the fishery.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 2	2	2	2	1	2	1

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

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SFILEAD501B Develop and promote industry knowledge

Functional area Leadership and management

Prerequisite unit Nil

Descriptor

This unit of competency deals with the capability of a strategic industry leader to keep up to date with a broad range of industry knowledge and assess the significance of issues and new developments for the continued growth and well being of the industry as a whole.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Build and maintain a detailed knowledge of the industry	1.1 A knowledge of key *industry sectors, products, equipment, supply chain, organisations*, people, resource management processes/policies, *work practices, legislation and regulations* is developed and maintained.
	1.2 Likely sources of information are identified and accessed as required.
	1.3 Relevant historical events and the sensitivities and positions of the people involved are recalled and applied.
	1.4 State, territory, national and international issues and research findings are analysed for their relevance to the industry.
2. Assess new developments	2.1 Issues of actual or potential significance for the industry are identified and researched as necessary.
	2.2 The risks and opportunities of *new developments* in industry processes, technology and *quality/environmental requirements* are considered.
	2.3 Emerging stakeholders and interest groups are identified and are assessed for their potential benefit or impact.
	2.4 Trends in production, marketing, resource management and research are analysed.
	2.5 Success and failure in other industries are assessed for their relevance.
	2.6 Changing community and customer beliefs, attitudes and expectations are monitored.

3. Disseminate information to best effect	Accurate and balanced *information* is disseminated to key target groups using a language, style and format that is readily understood. Broad industry awareness and interest in key issues is promoted by providing regular and timely *information*.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Industry sectors:

- other fisheries, including fishing charter operations
- vessel operations
- fisheries compliance
- aquaculture
- post harvest:
  - transport and distribution
  - wholesaling, retailing
  - processing.
- importing, exporting, trading, marketing
- Indigenous Australian fishers.

Products:

- live and dead seafood
- fish and related products (eg roe)
- shellfish and related products (eg pearls)
- reptiles and related products (eg skins)
- crustaceans
- miscellaneous invertebrates
- seaweed and algae
- manufactured foodstuffs (eg soups.)

Equipment:

- fishing gear
- vessels
- aquacultural machinery and equipment
- manufacturing, processing and refrigeration equipment
- retail equipment
- communication equipment, including computers
- safety gear and protective clothing and equipment
- packing and storage equipment and containers.

Supply chain:

- cultivate, grow/culture
- harvest or catch
- transport and storage
- process
- auction/wholesale and retail
- consumption.

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Organisations:	• relevant government departments • statutory authorities such as the Fisheries Research and Development Corporation • professional and industry bodies including the Australian Seafood Industry Council, Seafood Training Australia, industry training advisory bodies, Seafood Services, Australia • cooperatives, marketing bodies and associations • export promotion agencies such as the Exporters Club • employer associations • unions • fisheries management committees and advisory groups • conservation and environmental organisations such as the Nature Conservation Council and the World Wide Fund for Nature • schools, RTO's and industry training centres • recreational fishing groups • research organisations • political organisations.
Work practices and policies:	• industrial awards, enterprise bargaining agreements, share of catch agreements and individual workplace agreements and contracts • equal employment opportunity • workers compensation • jurisdictional variations • superannuation • disability policies and practices • occupational health and safety (OHS).
Legislation and regulations:	• fisheries licensing, regulations and legislation (commonwealth, state and territory) • marine, harbour and boating • marine safety, including the International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) • native title and land claims • marine park • environmental, including the environmental protection, biodiversity and conservation acts • fuelling and bunkering • quarantine legislation, and the import and export requirements of the Australian Quarantine Inspection Service (AQIS) • OHS standards • taxation • access and equity • safe food and Food Standards Australia New Zealand • manning regulations • Exclusive Economic Zone (EEZ) • international agreements.

New developments:	• technological change • new products, markets, processing, packaging and equipment • legislative and resource management changes • political issues and proposed policy changes • research findings.
Quality and environmental requirements:	• enterprise standard operating procedures and quality assurance systems • industry or sector codes of practice • legal or regulatory requirements such as legal limits and quotas • personal hygiene • food safety -state and territory food regulations, ANZFA requirements • hazard and critical control point analysis, food safety plans • animal welfare such as live boiling of crustaceans • ecologically sustainable fisheries requirements such as population dynamics, fishing impacts, management strategies.

Information (monitoring and dissemination):	• verbal information (face-to-face and telephone)
	• written information (electronic, memos, reports, newsletters, surveys, media releases, posters and brochures)
	• discussion of issues:
	  • with industry groups and government representatives
	  • at port, sector, cooperative and community meetings.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- sectors in the seafood industry and supply chain
- commercial fisheries, species and correct marketing names, product, working regime, typical equipment used and unique aspects relevant to sector or geographic area
- key processes or steps in the seafood supply chain
- links between and interdependence of key processes in the seafood supply chain

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- processes for identifying stakeholders and opinion leaders
- key seafood industry political processes and stakeholders, including individuals, interest groups and organisations
- employment and workplace safety legislation and regulations that impact on the seafood industry
- basic environmental and resource management procedures, regulations and codes of practice relevant to the specific sector within the seafood industry
- ecologically sustainable development principles and practice such as Environment Australia protocols
- scientific and economic concepts relating to fisheries management, including maximum sustainable yield, maximum economic yield and technology creep
- sustainable energy principles and practices relevant to area of work
- major historical events that have shaped the industry over time
- new and emerging processes, technology and quality/environmental requirements
- national and international policy approaches to production, processing, marketing, resource management and research
- changing customer expectations and buying patterns
- price movements and seasonality of competing products and supplies
- methods of disseminating information to best effect.

Practical Skills

The essential skills a person needs to perform work to the required standards include:

- tapping a wide range of sources of information
- researching industry information
- analysing the relevance, accuracy and shortcomings of information and discerning trends, issues and implications
- assessing the risks and opportunities implicit in new information
- explaining complex ideas to a wide range of audiences
- writing clear, plain English summaries of industry information
- identifying target groups that can use industry information to good effect
- presenting and distributing information to stakeholders using effective strategies.

Critical aspects of competence

Assessment must confirm the ability to:

- demonstrate a current, working knowledge of industry sectors, organisations and representatives and political processes
- build knowledge by researching information from a wide range of sources on key matters relating to industry
- analyse information for gaps, accuracy and industry significance
- be proactive by recognising threats and opportunities affecting the industry
- provide timely and appropriate information and advice to key stakeholders.

Interdependent assessment of units

This unit may be assessed with any other leadership units.

Context of assessment

Assessment is to be conducted in the workplace and in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- interview and oral questioning
- observation of an oral presentation by the candidate
- review of articles, reports, advice and other industry information written by the candidate
- feedback from stakeholders regarding accuracy, timeliness and relevance of information provided by the candidate
- review of a project that describes the candidate's research and analysis of a topic or issue.

Resources required for assessment

Resources may include:

- copies of relevant legislation and regulations
- copies of fisheries management or research reports.

This competency in practice

Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.

‘Developing a broad industry view’

The new Chair of a Fisheries Management Advisory Committee noticed that some committee members were only interested in discussing wild catch issues. They could not see the importance of the entire supply chain (ie processing, quality assurance, marketing and even the consumer!) to their sector. She quickly realised that she needed to "raise their eyes above the edge of the boat" and help them to become more strategic in outlook.

Her challenge was to find a way of introducing a customer chain focus in the committee's discussions.

Firstly, she invited a restaurant owner to talk about product quality from a buyer's perspective. She then brought in a marketing consultant to discuss brand names and sought advice about the structures needed to access export development grants.

Once the committee realised that whenever a consumer has a bad experience with crustacean there is a long term impact on buying patterns and price, they were ready to address quality assurance issues. For example, the committee has encouraged suppliers to monitor the temperature of their product all the way to market in order to pinpoint where and when problems occur.

This leader recognised the urgent need to develop a broader and more strategic industry focus among committee members before they could operate in the best interests of their industry sector. By introducing a strong consumer perspective to discussions, she improved the quality of the committee's advice and also enhanced the external credibility of the committee.

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Using "recipe cards" to promote a positive industry image

Oceanwatch is a non-profit organisation funded by the seafood industry of New South Wales. It works to protect and restore fish habitats and promote sustainable fisheries by providing advice to the industry and lobbying governments. It also educates the public about the many initiatives the industry is taking to protect the marine environment.

The Executive Director at Oceanwatch is faced with the ongoing need to counter the widely held community view that the fishing industry is exploiting a shrinking resource. Two big challenges are, "What do you say?" and "How do you get your message out cheaply?"

In finding a solution, he looked at the approaches used by other industries both in Australia and overseas. He also noted that the industry's main point of contact with the public is via fresh seafood and take-away shops. There is also a growing public interest in recipes and cooking and lifestyle programs.

He decided to distribute simple information widely and cheaply using the recipe cards produced by the Australian Fish Merchants Association. These recipe cards already contained simple health messages like "Fish Is Good For You" and it was a simple step to include environmental messages like "Protect Fish Habitats" and "Improve Water Quality".

After getting the idea, he then had to "sell" it to those fishers and merchants who were nervous about drawing attention to environmental issues and to the retailers who would distribute the cards. Success is on the way. The first cards were circulated in November, 2000.

This leader was able to develop a cheap and effective strategy to highlight the industry's commitment to tackling environmental issues of concern to both fishers and the wider community.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 3	3	3	3	2	3	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

SFILEAD502B Shape strategic thinking

Functional area Leadership and management

Prerequisite unit Nil

Descriptor

Thus unit deals with the capability of the strategic leader to shape and champion the industry's goals and translate these into practical terms that can be widely understood both in the industry and wider community.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Establish and refine goals and directions for the industry	1.1 Historical patterns of thinking are reviewed when considering *strategic issues* and canvassing realistic alternative outlooks.
	1.2 Strengths, weaknesses, opportunities and threats are considered when developing new ideas, approaches, goals and directions.
	1.3 Ownership of industry goals and directions is built by seeking a shared vision and communicating it clearly to *stakeholders* and the community.
2. Develop practical strategies to achieve goals	2.1 Alternative strategies for reaching goals are canvassed with all stakeholders.
	2.2 The merits of each strategy are assessed in anticipation of likely obstacles, potential winners and losers, constraints and overall industry benefits.
	2.3 Opinion leaders, decision makers and action takers are identified and their potential inputs are assessed.
	2.4 *Decisions* about strategies are made after careful consideration of all relevant information.
	2.5 An *action plan* is developed that sets out the tactics, resource implications, timeframe, responsibilities of those involved and review points.
	2.6 Support for strategies is developed by follow up, lobbying, explaining plans to stakeholders and through seeking shared decision making.

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Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Strategic issues:

- industry co-management and self-management approaches
- new developments, including technological change, new products, legislative and fisheries management changes, debate of proposed policies and other political issues, issue of research findings
- marketing, including value adding and World Trade Organisation issues
- safe food and quality assurance
- genetic modification issues
- resource sustainability
- resource access security
- native title, land claim legislation and resource access
- marine parks
- recreational and commercial balance
- environmental protection and environmental management
- animal welfare
- wild catch versus aquaculture
- business continuity
- skills development, including competency standards, training and assessment
- stakeholder perceptions of industry
- community perceptions of industry.

Stakeholders:

- current and potential customers, clients and suppliers
- politicians and ministerial advisers
- officers for the commonwealth, state and territory, local governments
- regulation authorities
- representatives from industry sectors, management committees and advisory groups, councils
- research bodies
- training authorities, training providers and skill centres
- Indigenous Australian representatives and native title holders
- community representatives
- professional associations
- recreational fisher and boating associations
- environmental and other lobby groups
- media.

Basis for decision making:	• legality • links with government policies, industry and organisational goals • market capability, maturity, strength and opportunity • ecological and economic sustainability of resource • risk management • funding availability • current assets and additional capital required • business case, including cost/benefit, profitability and customer satisfaction • political impact and stakeholder support • industry ownership, sponsorship and cooperation • public interest.
Composition of action plans:	• objectives and outcomes • tactics and strategies to achieve objectives • timetable for activities • action steps, responsibilities of individuals • resource requirements and budget • review points.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- relevant international treaties and agreements, legislation and regulations
- government and parliamentary processes
- policy development and budget processes at commonwealth, state/territory and local level
- political context, including parties, platforms and processes
- relevant developments in other industries
- impact of change on individuals, groups, organisations and industry
- strategies for consulting and gaining support for industry positions.

Practical Skills

The essential skills a person needs to perform work to the required standards include:

- identifying changing circumstances and the need to challenge current industry positions
- interpreting complex information such as legislation, regulations, business plans, budgets, fisheries and other research data
- critically analysing information, summarising and making sense of key issues
- explaining complex ideas to a range of audiences

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- assessing a range of alternatives rather than choosing the easiest option
- developing solutions and practical strategies which are "outside the box"
- negotiating for consensus or compromise
- achieving credibility for the vision and ownership
- communicating industry visions and directions to stakeholders.

Critical aspects of competence

Assessment must confirm the ability to:

- take a broad industry view that goes beyond sectors, organisations and individuals
- identify current best practice in other industries, organisations both within Australia and overseas
- challenge traditional thinking and solutions and seek proactive approaches
- identify opportunities for beneficial change
- analyse long term trends to identify the need to change current industry policy or procedure
- assess the implications of a particular course of action on other stakeholders and interests
- develop and promote practical action plans and strategies to achieve the industry's vision and goals
- evaluate potential outcomes of strategies for achieving industry goals.

Interdependent assessment of units

This unit may be assessed with any other leadership units.

Context of assessment

Assessment is to be conducted in the workplace and in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- review of articles, reports, advice and other industry information written by the candidate
- feedback from stakeholders about the candidate's contribution to strategic planning in the industry or organisation
- review of a project that describes the candidate's research and analysis of a strategic issue.

Resources required for assessment

No recommendations.

This competency in practice

Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.

‘Two Billion by 2000’

In the early 90s, the Queensland seafood industry faced tough times. The industry lacked confidence in the face of: increased access restrictions to the fishery, a growing realisation that fish stocks were not unlimited and growing market competition.

In 1993/94, industry leaders decided that a powerful but simple message was required. The industry needed a vision that would galvanise commercial fishers and processors into action. They announced that the industry would double its earnings to $2 billion in seven years. Moreover, it would earn $2 billion by 2000 without catching more fish!! The headline certainly captured attention.

The leaders reasoned that such a target would give the industry a whole new focus on value adding, post-harvest. It would help to convince key figures that the industry knew where it was going. With such a target in place, they would also be in a better position to argue for government assistance to help the industry get there.

The strategy worked. Each year since the launch, industry and government have been able to report progress and provide the statistics to back up their claims. By the year 2000, earnings hit $2.4 billion. In the last 5 months alone, earnings have lifted by 20%.

These leaders were able to translate a vision into action. They saw their role to chart a positive direction for the local industry, to identify the opportunities behind every challenge and then work to cement the confidence of government and industry members while working towards a common goal. They believed that once the vision took hold, the industry would do the rest. They were right.

Providing an effective voice for fishers

A tension exists between recreational and commercial fishers in Australia over resource access. Anglers are well organised and very effective at lobbying governments to effect change in fisheries management.

Overseas, the industry has experienced similar pressures. Vilification of fishers is common. Alliances between tackle suppliers, boat suppliers, tourism operators and environmental groups are very strong. In response, the industry has developed programs to show that fishing is mainly about family business rather than "blokes on boats" and publicise the downstream effects of poorly designed industry restructuring.

The Oceanwatch Executive Director noted these signals and informed other senior industry leaders. He started looking more closely at policy decisions, began lobbying industry colleagues, preparing strategies and action plans and trying to influence decisions and obtain answers to questions.

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When the NSW Government wound up the Commercial Fishing Advisory Council the industry responded by setting up PROFISH–a privately funded organisation beyond government control. This organisation has become influential because it provides a focus for the media–it makes a lot of press releases and lobbies politicians who hold the balance of power in the Parliament.

From a reactive beginning, the organisation is becoming more proactive as funding permits. They are currently working to build community support for local fishing fleets and make industry restructuring more sensible.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 3	3	3	3	2	3	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

SFILEAD503B Cultivate productive working relationships

Functional area Leadership and management

Prerequisite unit Nil

Descriptor

This unit of competency deals with the capability of the strategic leader to establish and maintain a wide network of key contacts and work collaboratively with them to further the broad interests of the industry. It also covers the ability to foster and support new leaders.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Develop and maintain effective relationships with individuals	1.1 A wide network of contacts is developed and used by taking the time to talk and listen to stakeholders.
	1.2 The *benefits of a diversity* of views are valued and used to build a broad industry perspective.
	1.3 Common ground is identified to facilitate consensus between sectoral interests and joint ownership of industry goals, strategies and plans.
	1.4 Respect is gained by demonstrating high performance standards and providing regular information, feedback and service to stakeholders.
2. Develop influential networks, alliances and partnerships	2.1 Sources of useful expertise and consultative mechanisms are identified to establish contact with other people and sectors and to develop a broader viewpoint.
	2.2 Cooperation is harnessed by identifying mutual benefits, agreeing on common goals and joint approaches and through creating “win-win” outcomes.
	2.3 *Collaborative relationships* that position the industry with key peak bodies, government agencies and individuals are established and maintained.
	2.4 *Agreements* are adhered to and commitments are met to maintain credibility.

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3. Demonstrate diplomacy, integrity and ethics	3.1	The sharing of knowledge and expertise is promoted by personal example.
	3.2	Genuine rapport with people at all levels is established through allocating sufficient time to listen and talk to them.
	3.3	People are treated fairly and with sensitivity to *individual differences.*
	3.4	Conflict is managed constructively, impartially and with a minimum of fuss.
	3.5	Respect is modelled through *ethical values*, honest actions and speech.
4. Work effectively with cultural diversity	4.1	*Cultural diversity* is respected and promoted as an integral part of the industry.
	4.2	Individuals are encouraged to promote their own special qualities or backgrounds.
	4.3	Communication styles are modified to accommodate diverse audiences.
5. Develop and motivate others	5.1	Emerging leaders and talented people are identified and encouraged with regular feedback and recognition.
	5.2	*Learning opportunities* are provided for emerging leaders through succession planning, effective coaching/mentoring and role rotation.
	5.3	Industry-wide initiatives are communicated to encourage and support emerging leaders.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Benefits of diversity:

- wider range of potential leaders
- cultural enrichment
- retention of broad stakeholder interest and support
- improved response to stakeholders
- greater range of available ideas and strategies
- stronger community and public awareness and involvement.

Collaborative relationships:	• joint policy statements • joint promotion of policies, objectives or services • joint ventures • partnerships • franchising.
Agreements:	• resource management strategies • financial arrangements • pricing, marketing and export development agreements and alliances • industry or organisational plans • government and public relations strategies • community consultation strategies • research and development needs and priorities • partnership agreements • workplace agreements.
Individual differences:	• culture, race, religion, ethnicity and language • age, gender, sexual preference and marital status • political views • socio-economic status • physical and intellectual capability • educational background, thinking and learning styles • expertise, life and work experience and working styles • interpersonal interactions • personality types.
Ethical values:	• respect for the law and natural justice • integrity, objectivity and impartiality • honesty, openness, trustworthiness and confidentiality • responsibility, accountability and corporate governance • diligence • respect for individual differences • probity • economy and efficiency • procedural fairness.
Cultural diversity:	• respect for and accommodation of culture, language and religion of others within an Australian legal and institutional framework • recognition of the linguistic and cultural assets within the population • recognition and accommodation of cultural diversity and culture-based belief systems.
Learning opportunities:	• coaching or mentoring • shadowing • job, role, and task rotation • participation at industry forums and workshops • participation in fisheries management committee meetings

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- participation in working groups attached to committees
- leadership programs
- resource management courses
- tertiary and technical training
- performance appraisal interviews.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- government legislation, public policy and programs and budget processes
- political context such as parties, platforms and processes
- industry organisations and formal and informal networks
- other stakeholder organisations, including environmental and community organisations
- benefits of diversity to industry and general community
- learning processes and skill development strategies
- performance appraisal and monitoring.

Practical skills

The essential skills a person needs to perform work to the required standards include:

- liaising with key people in community, peak bodies, industry forums and government
- consulting and encouraging involvement and commitment with the industry
- encouraging an exchange of views with a broad cross section of people without attributing blame when things go wrong
- taking the time to listen to others and establish rapport
- working to understand and harness the personality, motivation and diverse qualities of others
- respecting and valuing individual differences
- seeking out, identifying, and encouraging people with potential
- taking time to support others to develop their skills and overcome obstacles
- using communication and greeting protocols in languages other than English.

Critical aspects of competence

Assessment must confirm the ability to:

- develop and maintain a wide range of useful contacts and networks
- establish collaborative relationships
- consult, listen actively and be open to a wide range of views
- provide efficient and responsive feedback to stakeholders and others
- respect and harnesses individuality and diversity to benefit the industry
- encourage and support others as part of a succession plan.

Interdependent assessment of units

This unit may be assessed with any other leadership units.

Context of assessment

Assessment is to be conducted in the workplace and in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- interview and oral questioning
- role plays and response to scenarios
- feedback from stakeholders about the candidate's ability to establish and maintain effective networks
- feedback from colleagues about the candidate's respect for diversity, ethical behaviour and support of emerging leaders.

Resources required for assessment

No recommendations.

This competency in practice

Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.

'An unlikely but productive alliance'

One well known industry leader believes that forming key relationships with environmental groups is critical to the future of the seafood industry.

His approach is to work on those issues where the environmental and industry groups have the same aims. For example, most people agree that improving water quality and protecting waterways and marine habitats is a good thing!

He has encouraged industry and environmental groups to work together by writing joint letters and allocating money to joint campaigns. "You can sustain good relations by continuing to focus on common concerns." The groups are developing trust and honesty by getting runs on the board prior to addressing harder issues that impact more directly on the seafood industry.

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He believes that the industry has to link up with the "greenies" because there is a lot of common ground and because they have much better lobbying power. They have a better understanding of politics and are better regarded by the public. By working together it is easier to provide economic legitimacy for environmental arguments. "You have to produce the goods though –treating people like fools doesn't help".

Similar alliances have been very successful overseas. For example, the salmon industry and environmental groups in California have been successful in jointly preventing the clear felling of timber in the catchment areas of spawning streams.

This leader's message is simple. "To get anywhere, you have to develop shared positions with key people outside the industry and with people who at first glance might appear to be your natural enemy".

'A plane crash provides the urgency to develop new networks'

When a passenger plane crashed into the sea near a prawn fishing fleet the boats ceased fishing and started searching for survivors. They reached the search area well in advance of any shore based emergency services. Sadly, there were no survivors and the search was futile.

The skippers realised later that if one of their crew was lost overboard, their own fishing fleet would provide the best chance of a quick rescue. They realised that they needed an emergency plan and risk minimisation strategy but did not know where to start.

One young skipper took on the task. He gained funding and support from the state Prawn Association and made contact with the local police, water police, RAAF, RAN, Australian Fisheries Academy and insurers. He collated all the available information and prepared a draft plan for presentation to the Association.

This potential leader took advantage of an opportunity to establish a new network that enhances the capability of local emergency services, enhances the image of the industry within the state and provides new contacts with a range of services and agencies.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 3	3	3	3	2	3	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

SFILEAD504B Plan and achieve change and results

Functional area Leadership

Prerequisite unit Nil

Descriptor

This unit of competency deals with the capability of the strategic leader to operate in an uncertain environment, develop plans and translate these into actions leading to real outcomes.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Plan for desired change	1.1 Emerging industry requirements are anticipated in a constantly *changing environment.*
	1.2 Sources of knowledge and expertise required to analyse the impacts of change are identified and employed.
	1.3 Industry goals, directions and strategies are regularly re-evaluated in response to change, new opportunities and risks.
	1.4 *Change management approaches* adopted by other industries and organizations are evaluated and applied where useful.
2. Prepare and assess proposals	2.1 *Proposals* to achieve desired change or results are developed by building on previous experience, new *information* and participative processes.
	2.2 The feasibility of proposals and associated risks, costs and benefits are assessed.
	2.3 Assumptions are questioned and alternative courses of action to achieve the same outcomes are considered.
	2.4 *External skills and expertise* are harnessed to undertake specialised analysis as required.
	2.5 Likely resource requirements, funding sources and external constraints are determined.
	2.6 Courses of action are determined after careful consideration of all relevant information.
3. Optimise results	3.1 Tasks are broken down into a logical sequence of manageable and time-related activities.

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3.2 Detailed plans, timetable and resource requirements are developed and responsibilities assigned.

3.3 Uncertainty is managed by keeping focussed on what needs to be done and keeping available options open.

3.4 Appropriate *project management strategies* and meetings with the people involved are used to optimise progress.

3.5 Team commitment to attaining results is built up by providing motivation and celebrating achievements.

3.6 Outcomes are *evaluated* against agreed criteria and communicated to stakeholders.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Changing environment:

- imposed change from legislative, regulatory and trade impacts
- new market, supplier, or customer requirements
- new quality requirements such as export and food safety
- resource management strategies
- animal welfare issues
- new technology, equipment, processing, handling and transport
- change in response to opportunities, issues and proposals
- emerging organizations, new lobby and interest groups
- political debate on policies and programs
- research findings
- international treaties and agreements.

Change management approaches:

- proactive rather than reactive approaches
- incremental versus strategic/quantum shifts
- defining and clarifying objectives and key elements as drivers of change
- involving stakeholders
- strengthening communication processes
- fostering creativity, innovation and feedback
- quality assurance and continuous improvement teams
- team building, developing and supporting emerging leaders
- workshops, facilitated meetings.

Proposals:	• new products, species or fisheries • new markets • new technology, equipment, plant and processes • new fisheries management proposals • new fisheries policies • new conservation and resource access policies.
Information sources:	• fisheries data such as production and research • market analysis • financial statements and budgets • legislative, regulatory and organisational constraints • feedback from stakeholders and staff • government announcements and reports • industry reports and data.
External skills and expertise:	• accountants, auditors and financial advisers • lawyers • scientists, economists, logistics and technicians • external interest groups such as the Australian Conservation Foundation • consultants such as national resources, environmental management, marketing • government and non-government.
Project management strategies:	• planning using tools such as critical path and Gantt charts • work breakdown of tasks, roles and responsibilities • project budgeting • work schedules, tracking and reporting • ongoing review and optimising progress • project evaluation and review.
Evaluation methods:	• surveys, questionnaires • qualitative data such as consultations, interviews and focus groups • benchmarking with other organisations, industries, government and projects • financial accounting and auditing • quantitative data such as stakeholder feedback, productivity, resource usage, accidents, incidents and non-compliance.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

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Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- impact of change on individuals, groups and organisations
- strategic planning approaches
- cost benefit analysis
- project management techniques
- risk assessment methods
- evaluation methods
- accounting and financial documents.

Practical Skills

The essential skills a person needs to perform work to the required standards include:

- monitoring current best practice and trends in other sectors and industries to maintain a competitive edge and keep informed about the need for change
- identifying the opportunity for introducing desirable change
- responding promptly to new situations with feasible strategies and plans
- analysing alternative strategies and assessing proposals
- managing change through participative processes
- managing projects, including planning, measurement, review, monitoring ans evaluation
- explaining complex ideas to a range of audiences
- coaching and mentoring skills.

Critical aspects of competence

Assessment must confirm the ability to:

- use the expertise of others to supplement own knowledge and advance goals
- analyse basic accounting and financial documents
- evaluate costs, benefits and risks of proposals
- undertake both short and long term planning and set realistic times for completion
- break work into a logical sequence of task and time related activities
- involve others and delegate responsibilities for specific tasks
- build in check points and controls to ensure that projects are completed
- monitor the progress of projects and intervene to refocus people and keep the project on track
- ensure that projects achieve expected outputs or outcomes.

Interdependent assessment of units

This unit may be assessed with any other leadership units.

Context of assessment

Assessment is to be conducted in the workplace and in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- interview and oral questioning
- review of a project managed by the candidate
- review of proposals or project evaluations prepared by candidate
- feedback from stakeholders about the candidate's contribution to planning for and achieving change in the industry
- feedback from colleagues about the candidate's ability to obtain the commitment of others.

Resources required for assessment

No recommendations.

This competency in practice

Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.

'It's a hard fight to get what you don't want–but look at the alternative!'

The East Coast trawl industry is undergoing a massive restructure to reduce effort and achieve an ecologically sustainable fishery. The pressure for change has come from the Federal and state governments, together with community and environmental groups who are concerned about the environmental impact of trawling, particularly in world heritage areas. The message from government was clear, "Develop an ecologically sustainable plan for the industry or be shut down!"

Ironically, some industry leaders saw an opportunity in this very significant threat. The governments involved were prepared to "invest in change" once a sustainable industry plan was in place. They also had a huge vested interest in obtaining a solution that everyone could live with. A delicate political balance provided a brief window and an industry plan was thrashed out in December 2000. To make it happen, several industry leaders worked long hours with key government figures to smooth out the policy obstacles and secure funding for low interest loans to support the restructure.

The other side of the task was much more difficult. The first challenge the leaders faced was almost overwhelming. "How do you sell the industry something they don't want?" They resisted the easy option of promising fishers that the threat would go away. They worked hard at convincing them that, "shooting the messenger wasn't going to help!" They travelled widely to explain the inevitable consequences of "no change" and worked through a shrinking set of options to negotiate the best deal in the circumstances.

The leaders involved helped to achieve change through drive and determination in the face of numerous obstacles, including people within their association's membership. They urged the industry to confront the reality of change and used the opportunity to develop a sustainable basis for industry survival. The industry now has a future and the means of demonstrating to the wider community that the future catch is both economically and ecologically sustainable.

'New innovation provides a solution for a world-wide environmental problem'

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Longline fishing is considered to be the most serious threat to the survival of albatross populations worldwide. Seabirds, particularly albatrosses and petrels, take bait from longlines as they are being set. If the birds swallow the baited hook or become entangled in the line, they frequently drown.

The Commonwealth introduced a Threat Abatement Plan to minimise seabird mortality in 1998. They planned to implement a $7.4M program over three years to collect more detailed information about the problem by placing observers on boats.

One industry leader was convinced that he had a solution that would save the government a lot of money, avoid a controversy about who would pay for the observer program and highlight Australian and New Zealand ingenuity in solving a world-wide problem. With the strong support of ASIC, he bypassed the bureaucrats and went direct to the Minister. They negotiated a stay on the "observer program" and gained support to trial their new underwater setting chute.

The chute has now been developed to a stage where it is ready for final testing throughout the industry prior to production. When in use, over 98% of baits were successfully set, irrespective of bait type, and there were no tangles. The success of this invention is a direct outcome of the vision of the individuals involved and an overwhelming commitment to see it through to production.

However, their achievement has even greater significance. The Minister and Commonwealth government now have an international success story in environmental protection and technical innovation. Tasmania will benefit from the chute being manufactured locally for a worldwide market with the creation of new jobs and export income. The longline sector has also been able to demonstrate that it is proactive and environmentally responsible.

This initiative illustrates the capability of industry leaders to develop plans and translate them into action. A potential threat to the longline fishery was addressed in a way that is likely to satisfy both the commercial and environmental interests and to develop a higher level of trust between industry and government.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 3	3	3	3	2	3	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

SFILEAD505B Communicate with influence

Functional area Leadership and management

Prerequisite unit Nil

Descriptor

This unit of competency deals with the capability of the strategic leader to exchange information and views, communicate important messages to industry members and negotiate and represent industry positions to best effect.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Communicate clearly	1.1 The authority or mandate to present industry views or position is confirmed.
	1.2 Protocols and confidentiality of information are respected at all times.
	1.3 Audience information needs are clarified and position is prepared.
	1.4 Language used is appropriate for the audience.
	1.5 Active listening is used to seek stakeholder input and achieve a balanced exchange of views.
	1.6 Feedback is sought at the time to ensure that the views expressed by all stakeholders have been understood.
2. Lobby and negotiate persuasively	2.1 Key *individuals and target groups* are identified for their value to advance industry interests and procedures.
	2.2 Realistic positions and supporting arguments are prepared in advance in anticipation of the likely expectations and tactics of others.
	2.3 Values, concerns and views of others are respected and lines of communication are kept open.
	2.4 Differences of opinion are acknowledged to encourage the rigorous examination of all options.
	2.5 A variety of communication styles are used to present industry positions to best effect.

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	2.6	Mutually beneficial solutions are sought by establishing areas of common ground and potential compromise.
	2.7	Negotiations are kept focussed on key issues and moving forward towards a final resolution.
	2.8	Agreements are adhered to in order to maintain the credibility and trust of others.
3. Participate in, or lead, meetings effectively	3.1	The need for meetings is identified and programmed in response to need.
	3.2	An agenda and efficient, inclusive meeting procedures are used to maximise participation and maintain order.
	3.3	Summaries of key issues and possible options are prepared and disseminated in advance.
	3.4	Agreed outcomes are achieved in the available time by cooperating with others to seek consensus and compromise.
	3.5	Outcomes of *meetings* are promptly summarised for action and distributed to stakeholders as required.
4. Make key presentations at forums and conferences	4.1	Appropriate forums are selected to present industry positions to best effect.
	4.2	Reliable information and advice are obtained to prepare well-focused *presentation*s.
	4.3	Language, explanations, media and information/entertainment balance are adapted to meet the needs of the audience.
	4.4	Responses to questions are open and honest.
5. Represent the industry to the public and media	5.1	Appropriate *media* are selected to maximise understanding of industry issues.
	5.2	Working relationships are established and maintained with influential individuals and media personnel to arrange effective coverage of industry views and events.
	5.3	A positive image of the industry is generated by *awareness raising*, broadcasting success stories and countering negativity.
	5.4	Media releases recognise the competition for news coverage and contain succinct information with a clear industry viewpoint.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Individuals and target groups:

- government departments, ministers and advisers, politicians and political organisations
- statutory authorities
- professional and industry bodies
- cooperatives and marketing bodies
- employer associations
- unions
- fisheries management and advisory committees
- conservation and environmental organisations
- community organisations
- schools, RTO's, industry training centres.

Meetings:

- meetings with industry groups, government and political representatives and researchers
- port, sector, cooperative, community and service club meetings
- regional, state or national policy development meetings
- board meetings
- fisheries management advisory committee meetings
- public forums.

Presentation standards:

- dress, punctuality and personal appearance
- preparation, including knowledge of subject matter
- presentations aids such as handouts, overhead transparencies, slides, PowerPoint, videos
- tone and volume of voice
- use of language, explanations
- clarity of message
- humour and entertainment value
- responses to questions
- suitability of presentation for the audience and occasion.

Media:

- print media such as newspapers, industry magazines, recreational magazines and journals
- television programs such as news grabs, current affairs and documentary
- radio programs such as news grabs, interviews, current affairs and "behind the news" documentary
- world wide web.

Awareness raising:

- press releases
- newspaper articles and special liftouts
- world wide web

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- TV and radio interviews
- individual, group and panel presentations
- school visits
- industry newsletters and periodicals
- presentations to community organisations and service clubs
- information booth, literature displays at industry exhibitions, shopping malls and expos
- community festivals such as Blessing of the Fleet.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- industry and organisational protocols for the release of information and communicating with the media and public
- information and resources available in industry and organisation
- operation of media
- principles of cross-cultural communication
- principles of negotiation, mediation, conflict resolution and incident de-escalation
- structured and inclusive meeting procedures
- knowledge of available public and community forums
- political and government organisations, processes and communication channels.

Practical skills

The essential skills a person needs to perform work to the required standards include:

- encouraging exchange of views and information through active listening and effective questioning
- providing user friendly verbal and written communication that is clear and concise
- ensuring that the intended message is delivered and key points are covered
- making a strong case without overselling it, becoming personal or aggressive
- acknowledging disagreements and the views of others and dealing constructively with differences
- ensuring that negotiations stay focused and do not collapse unnecessarily
- compromising to achieve realistic and achievable outcomes
- achieving outcomes in meetings through planning, encouraging participation, keeping order and maintaining momentum through documented actions
- presenting information confidently and effectively to individuals and groups in meetings, workshops and other forums
- encouraging feedback.

Critical aspects of competence

Assessment must confirm the ability to:

- communicate clearly with key individuals, target groups and the media to position the industry to best effect
- listen actively, understand the information needs of others and adapt communication to suit
- prepare for, participate in and lead meetings to obtain effective outcomes
- negotiate and lobby persuasively
- use a range of public and community media and forums to confidently promote the industry.

Interdependent assessment of units

May be assessed with any other seafood industry leadership units.

Context of assessment

Assessment is to be conducted in the workplace and in a simulated work environment.

Method of assessment

- The following assessment methods are suggested:
- observation of an oral presentation by the candidate
- interview and oral questioning
- review of articles, media releases, presentation aids and other industry information prepared by the candidate
- feedback from stakeholders about the capability of the candidate to negotiate effectively
- feedback from stakeholders about the candidate's ability to participate in and lead meetings
- role plays and response to scenarios.

Resources required for assessment

No recommendations.

This competency in practice

Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.

‘Influencing governments’

When parliamentary inquiries are on or the Fisheries Act is up for amendment, communication with government takes on the highest priority. One industry leader mapped out his approach:

“You have to work out which politicians are sympathetic and relevant to your cause and involve them in industry success stories, and good community or public relations events. You also have to get to know their advisers, preferably away from their office. If you make it easy for them to meet you for coffee or lunch, you can build up personal trust and rapport. Remember they’re only human–real people.

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You'll find that they will then come back and bounce ideas off you in confidence. You can also be ready with some questions of your own. By asking, 'What would the Minister think about……', you can get advanced warning about likely government positions before the issue surfaces publicly. At the same time, you can also sow seeds of your own by floating ideas ahead of the next time you have an opportunity to meet the Minister or politician involved."

"Above all, you have to know your facts and statistics. You should always give politicians straight answers too–anything else will come back to haunt you."

"Finally, the hardest thing in effective lobbying, is that you have to stay apolitical – even with your local member. You can't be seen as a champion of the party in power– you can't have baggage when there's a change of government or personnel.

This leader demonstrates that to be an effective communicator, you have to stay apolitical and put in the groundwork long before you can hope to influence key decisions.

'Providing a voice for the "underdog"'

One well-known industry leader in Tasmania somehow finds the time to run a successful company and sit on various industry councils, boards and expert committees. It's probably no surprise that she won the Telstra Business Woman of the Year Award in 1999 for private sector companies with under 100 employees!

One of her main roles is to be an effective advocate for fishers and help them respond to the rapidly changing business environment, resource management and compliance requirements.

For example, she has worked directly with individuals to allay their fears about direct marketing and answer questions such as: "Where do I go to get information?" , "Where can I sell my fish?" , "Who can I trust?". By introducing them to the Internet, she has shown fishers how to access prices, plot information and plan their selling rather than always accepting the prices offered by local buyers.

On broader issues, such as resource access for particular sectors, she provides an effective "voice" for concerned individuals.

In a recent case, she started by convincing the fishers involved that "whingeing individuals wouldn't get anywhere!" and that the Minister would only listen to a representative group that spoke with one voice. She brought the disparate elements together to provide an effective lobby group by separating out their individual interests and focussing on their joint concerns. She then convinced them of the importance of researching their case well in advance and bombarding the government with clear information that explained the "reality of their situation". She then coached the group on how to present their case to best effect by drawing on industry success stories and broader issues such as job creation and export potential to illustrate the merits of their position.

With this thorough preparation the particular group was able to engage the government in a highly professional manner. Instead of confronting the government with a problem, they were able to explain the issues involved, provide accurate facts and figures, illustrate potential benefits for the state, and provide alternate solutions and suggest "escape routes" for the Minister if required.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 3	3	3	3	2	3	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

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SFILEAD506B Demonstrate personal drive and integrity

Functional area Leadership and management

Prerequisite unit Nil

Descriptor

This unit of competency deals with the capability of a strategic leader to invest time and energy to get things done for the benefit of the industry. They must be pro-active, ethical in their dealings with others and committed for the "long haul".

Elements	Performance criteria Words in italics appear in the range of variables.
1. Exhibit professionalism	1.1 Open, honest and ethical dealings with stakeholders are demonstrated by *personal example.*
	1.2 Industry goals are placed above self-interest or gain and *conflicts of interest* are declared promptly.
	1.3 Personal commitment and loyalty to the industry are shown by supporting agreed goals, leaders, colleagues and staff.
	1.4 *Leadership* is demonstrated by taking responsibility for joint or individual actions and decisions and accepting constructive criticism.
	1.5 Leadership is demonstrated by inspiring others to participate in the achievement of common goals.
	1.6 Information gained through own position is used sensitively and in the best interests of the industry.
2. Apply personal drive and energy effectively	2.1 A strong personal commitment is made to the leadership role while balancing personal and work commitments.
	2.2 Personal emotions are applied constructively to enhance own performance.
	2.3 Crises are avoided by staying in control and planning for contingencies.
3. Manage personal development	3.1 Effective *time management* is demonstrated by prioritising new tasks in terms of their urgency and importance and delegating tasks where appropriate.

3.2 *Learning opportunities* are recognised by attending workshops/seminars, accepting new challenges, working with others and being prepared to work outside "comfort zones".

3.3 A commitment is made to continuous improvement including seeking feedback from colleagues and peers.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Personal example:

- ethics, integrity, honesty and sincerity
- dress, manner and personal appearance
- organisational etiquette
- safety
- listening, sensitivity, warmth, humour and empathy
- working with cultural diversity
- mediation and conciliation
- consideration, praise and encouragement
- networking
- responding to deadlines, returning calls promptly
- willingness to become involved.

Conflicts of interest:

- corporation interest and personal gain
- articles of association and legal requirements
- conflicting directorships or membership of organisations
- insider trading
- improper use of information
- bribery, gifts and entertainment
- favours for friends and relatives
- political activity.

Leadership traits:

- self-awareness and recognition
- motivation, passion and optimism for achieving goals
- empathy and social skills
- resilience, adaptability and intuition
- awareness of own strengths and weaknesses
- inspiration and motivation of others
- shared leadership responsibility, delegation.

Time management:

- keeping diaries, journals
- setting priorities
- breaking tasks in to logical sequence of manageable activities

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- delegation of roles and responsibilities
- systematic approach.

Learning opportunities:

- coaching and mentoring
- shadowing
- job, role, and task rotation
- participation at industry forums, workshops and seminars
- participation in fisheries management committee meetings
- participation in working groups attached to committees
- leadership programs
- resource management courses
- tertiary and technical training to upgrade skills and qualifications.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- range of leadership styles and follower behaviour
- interpersonal interactions (verbal and non-verbal communication)
- code of practice, conflicts of interest
- time management techniques
- motivation techniques
- working with groups
- team building strategies.

Practical skills

The essential skills a person needs to perform work to the required standards include:

- ability to inspire, enthuse, encourage and praise others
- willingness to follow as well as lead
- understanding others and meet their needs
- developing morale and motivate groups
- willingness to challenge ideas and confront issues, barriers and obstacles
- taking responsibility for getting things done and moving the industry and organisation forward
- bouncing back from setbacks and remaining positive

- learning from others and from past mistakes
- working outside “comfort zone”
- seeking feedback and using this for continuous improvement.

Critical aspects of competence

Assessment must confirm the ability to:

- demonstrate ethical dealings with stakeholders
- demonstrate professionalism and commitment to industry goals and codes of practice
- tackle tough challenges and issues and take ownership for decisions
- demonstrate determination, motivation and persistence to "get the job done"
- demonstrate initiative and ability to shape events
- remain focused on agreed objectives and goals even in difficult circumstances
- maintain energy and long term commitment
- demonstrate commitment to continued learning
- manage emotions and cope with stress.

Interdependent assessment of units

This unit may be assessed with any other leadership units.

Context of assessment

Assessment is to be conducted in the workplace and in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- interview and oral questioning
- role plays and response to scenarios
- feedback from stakeholders about the candidate's professionalism, ethical dealings with others and leadership through personal example
- review of professional development activities undertaken by candidate
- review of the candidate's diaries and planning to demonstrate time management.

Resources required for assessment

No recommendations.

This competency in practice

Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.

‘Introducing coxswain training to the oyster sector’

After the sinking of several heavily laden punts, the President of the Oyster Association was concerned about the legal liability of member operators who had not completed coxswain training. Although the consequences of employees drowning are obvious, it took him some time to convince his members of the importance of their obligation to provide proper duty of care.

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After convincing them of the need for training, he located a reputable trainer and negotiated a combination of training and distance learning to suit his members. To reduce the cost for individuals, he won special development funds to cover most of the costs of the program. He then spent time with many of his members allaying their fears of study and fear of failure.

Through sheer energy and perseverance, this leader arranged for 98 operators to complete their coxswain training in 3 months. He managed to overcome their initial resistance by removing perceived barriers and convincing them of the benefits of taking their legal responsibilities more seriously.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 3	3	3	3	2	3	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

SFILEAD507B Provide corporate leadership

Functional area Leadership and management

Prerequisite unit Nil

Descriptor

This unit of competency deals with the capability of a strategic industry leader to perform a corporate leadership role as a director of a statutory board, company, industry council or cooperative or their own business. (While directors have clear statutory responsibilities, they may not perform all the roles described in this unit).

Elements	Performance criteria Words in italics appear in the range of variables.
1. Monitor and enhance organisational performance	1.1 The values/ethical code, strategic directions and *plans* for the organisation are developed, monitored and reviewed. 1.2 The viability of *business proposals* are assessed in terms of their potential risk and return to the organisation. 1.3 *Performance* against agreed measures is regularly monitored and reported.
2. Ensure legal compliance of organisation	2.1 *Legal obligations* are identified and understood. 2.2 Procedures are documented and records are monitored to ensure that the organisation is compliant. 2.3 Checks are made to ensure that required reports and records are lodged with the appropriate authorities by the due dates.
3. Establish and maintain Board operation	3.1 Roles, responsibilities and reporting arrangements are negotiated with managers, board members, staff and *external advisers* according to their skills and expertise. 3.2 *Financial performance* is monitored against plans to identify variances and ensure that returns to members are optimised. 3.3 *Human resource and financial policies and practices* are monitored to ensure they accord with regulations, community standards and organisational requirements.

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3.4 *Conflicts of interest* are declared and care is taken to represent broad member interests at all times rather than favouring specific sectional interests.

3.5 Credibility for the board is built with external agencies and people of influence by providing a clear vision of where the corporation is headed and practical strategies for getting there.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Plans:

- strategic, business and financial plans
- capital investment plans
- physical and human resource strategies
- vision and mission statements.

Business proposals:

- major purchases, contracts and leases
- investments and loans
- change of corporation strategy
- new products and new markets
- staffing and personnel
- take overs and mergers
- alternative services
- risk strategies.

Performance appraisal:

- achievement of goals, plans and directions
- productivity
- human resource usage
- corporation stability
- organisational structure
- financial performance
- supplier, client and customer satisfaction
- shareholder/stakeholder satisfaction
- compliance with legislation, stakeholder and community values and expectations.

Legal obligations:

- corporations law
- ASIC requirements
- OHS/EO and industrial relations
- ASX rules and regulations
- industry guidelines and codes of practice
- rules of incorporation and articles of association
- taxation and responsible officers
- directors'/officers' liability insurance.

External advisers:	• accountants, auditors and financial advisers • lawyers • scientists, economists, logistics and technicians • external interest groups such as the Australian Conservation Foundation • consultants such as national resources and environmental management • Australian Institute of Company Directors.
Financial performance:	• debt to equity ratio, return on capital investment • cash flow • profitability • attainment of business plans and budgets • variation from business plans.
Human resource policies and practices:	• remuneration and superannuation • performance agreements • industrial relations • training and development • OHS • access and equity • career and succession planning.
Financial policies and practices:	• financial information systems • financial statements such as balance sheets, profit and loss statements with notes, taxation returns and Director's statements.
Conflicts of interest:	• corporation interest and personal gain • articles of association and legal requirements • conflicting directorships or membership of organisations • insider trading • improper use of information • bribery, gifts and entertainment • favours for friends and relatives • political activity.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge and skills

The essential knowledge and understanding a person needs to perform work to the required standard include:

- human resource policies and practices
- OHS policies and practices

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- financial management practices
- accounting and financial documents
- relevant aspects of taxation, contract and corporate law
- property transactions, leasing agreements
- improving board effectiveness and meeting procedures.

Practical skills

The essential skills a person needs to perform work to the required standards include:

- evaluating management and organisational performance
- critically analysing proposals for risks and opportunities
- recognising broad and management demarcation
- evaluating financial and accounting documents
- evaluating compliance with legal and regulatory requirements
- communicating decisions and information to corporation members and stakeholders.

Critical aspects of competence

Assessment must confirm the ability to:

- contribute to strategic and business planning
- contribute to assessment of viability of business proposals
- implement human resource and financial management systems
- monitor financial status and performance
- ensure legal compliance
- communicate effectively with board members, shareholders, staff and external stakeholders.

Interdependent assessment of units

This unit may be assessed with any other leadership units.

Context of assessment

Assessment is to be conducted in the workplace and in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- interview and oral questioning
- review of discussion papers, reports and plans prepared by the candidate and submitted to the board
- feedback from the Chair, board members, corporation managers and stakeholders about the candidate's ability to provide corporate leadership.

Resources required for assessment

No recommendations.

This competency in practice

Industry representatives have provided storylines to illustrate the practical application of each unit of competency and show its relevance in a workplace setting.

'A vision for a new Sydney Fish Market'

The Sydney Fish Market currently earns income from commissions on auction sales, rent from its tenants and from its car park fees. With market deregulation, the volume of auction sales is trending down. The value of product has increased with a change in product mix. Because any increase in commission rates would be unacceptable to suppliers, the overall income from sales is likely to remain static. Rental income is difficult to increase given the constraints of the site. The current car park has limited spaces and there is resistance to any increase of fees.

With rising costs, the board needs to identify new business areas and new business opportunities. They intend to source product more widely and to attract suppliers from the aquaculture sector. The Internet offers the possibility of web-based sales. Apart from additional sales, there is also the opportunity for the Sydney Fish Market to provide independent quality and grade guidelines for Internet-traded products, as well as financial services such as credit insurance.

The site itself is tired. There is little scope to increase rental income without redeveloping the site and improving business opportunities for tenants. A multi-storey car park and development would bring more people to the site. The Board has commissioned several studies of retail needs and development options but rejected the outcomes on the basis of financial viability.

Any future development would need to fit in with the long-term plans of the Sydney Harbour Foreshore Authority. Planning permission would be needed for any major development or changed entry arrangements. Therefore, the Board of the Sydney Fish Market is now working with the relevant authorities, government and other local stakeholders to develop an integrated approach for redeveloping the site.

The CEO and Board members have demonstrated strategic leadership qualities by recognising the looming challenge of securing the long-term viability of the market and developing concrete strategies in response. The ultimate success of the venture will be crucially dependent on the Board's ability to maintain a clear vision of where the Sydney Fish Market is heading and whether those directions will be compatible with the interests of external agencies and stakeholders.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 3	3	3	3	2	3	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

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SFIOBSV301A Monitor and record fishing operations

Functional area Observer operations

Prerequisite unit Nil

Descriptor

This unit of competency covers the ability to be an observer with a designated fishing vessel as required, to validate logbook data and to collect other scientific information for research and resource management purposes. Observers generally work alone although they are required to work and live in a cooperative arrangement with the vessel crew during cruises.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Plan *on-board* work activities	1.1 Work activities are broken down into achievable components and efficient sequences.
	1.2 Timing of activities is planned to suit fishing operations, conditions and crew routines.
	1.3 Tasks and priorities are modified to suit changed circumstances or requests from the cruise master and crew.
	1.4 Completion of activities is logged to confirm outputs.
	1.5 Cooperation and engagement of vessel crew are sought by explaining the purpose of, and procedures for, information collection.
2. Conduct on-board *observations* of fishing operations	2.1 Vessel compliance with conditions of fishing permits and agreements is verified.
	2.2 Accuracy and validity of vessel logbook records are checked.
	2.3 Observation protocols and plans are followed under a range of work conditions.
	2.4 Judgement is exercised to detect unusual or irregular events on board the vessel and when suggesting possible causes and effects.
	2.5 All on-board safety procedures are followed.
	2.6 Cooperative relationships are maintained with cruise master and crew to enhance the value of information obtained.

3. Record and report observations	3.1	Observations are recorded in the required format.
	3.2	Regular radio or telephone communication is maintained with shore personnel in accordance with requirements.
	3.3	On-shore reporting and post-cruise debriefing sessions are conducted as required.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Placement of observers on board:

- foreign fishing vessels
- Australian registered vessels
- tuna long lines
- squid jiggers
- trawl vessels
- operations within Australian fishing zones
- operations on the high seas.

Compliance with conditions:

- compliance with permits and agreements
- conduct of fishing operations in approved areas
- use of fishing equipment and gear approved for the fishery
- maintenance of approved levels of fishing effort.

Range of work conditions:

- short notice to travel
- embarkation at any Australian port
- varying durations of cruises, typically two weeks to two months
- long, irregular hours on deck, typically working up to ten hours a day, seven days a week
- isolation
- unfamiliar customs and language
- unfamiliar food
- difficult work and sleeping conditions
- transference between vessels at sea.

Observations:

- long line:
  - time of set
  - quantities of bait
  - snood lengths
  - hook sizes
  - environmental conditions
  - presence of seabirds
  - tangles in setting bins
  - baits at surface

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	• trawl:
	  • time at hand
	  • weight
	  • quantity
	  • percentage of bin
	  • by-catch
	  • gilled fish
	• other commercial fishing operations.

Unusual or irregular events:	• law breaking or breach of permit conditions • by-catch • catch of sea birds and marine mammals • catch of unexpected species • unusual environmental conditions • unusual biological features of catch, including size, weight and age • inefficient fishing techniques (as an explanation of catch rates).
Safety procedures:	• following all on-board safety procedures • minimising risks • wearing personal protection and flotation equipment • locating a safe work area free from hazards • avoiding interfering with fishing operations • keeping crew informed of activities • communicating regularly with shore-based supervisors.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- commercial fisheries and unique aspects relevant to the fishery, sector or geographic area
- species, product, work regime and typical equipment used
- fisheries management methodologies and associated data requirements
- basic environmental management legislation, regulations and codes of practice relevant to the specific sector within the seafood industry
- broad knowledge of ecologically sustainable development principles and practices
- fisheries research methodologies and the application of scientific data
- data collection, measurement and sampling methodologies
- radio and telephone communication systems at sea
- relationship of observation activities to fisheries management processes.

Practical skills

The essential skills a person needs to perform work to the required standard include:

- identifying a range of species, seafood/aquatic products, equipment and resources relevant to the industry, sector or geographic area
- recording fishing activity, catch, effort and other relevant information according to set protocols and plans and in an accurate and detailed manner
- demonstrating capacity and judgement to identify unusual or irregular events and to suggest possible causes and effects that may have implications for fisheries research and management
- estimating, measuring and sampling fishing operations and production.

Literacy skills used for:

- written and oral communication and liaison
- recording, reporting and debriefing on cruise activities
- engaging vessel crew in cooperating with the collection and interpretation of information.

Numeracy skills used for:

- estimating catch and effort
- measuring biological features of species and environmental conditions
- conducting measurements and sampling of catch and other relevant variables.

Critical aspects of competence

Assessment must confirm the ability to complete a range of on-board observations, measurements and sampling tasks over time, according to set protocols and plans and under difficult and arduous work conditions.

Assessment must confirm the ability to:

- employ quality information-collection processes that produce data that is valid and comparable to data from other sources
- follow the observation, data collection and sampling routines outlined in cruise plans
- identify relevant information and findings likely to be of interest for scientific and resource/environmental-management purposes
- engage vessel crew in cooperating with the collection and interpretation of information
- cope with disruptions and changed circumstances by modifying work plans in consultation with relevant personnel
- recognise non-standard events, data and samples and suggest possible causes and effects
- record and report observations in appropriate formats and within the required timeframe.

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Assessment must confirm knowledge of:

- the Australian fishing industry, including fishing methods, equipment and major species
- fisheries research methodologies and the importance of accurate, complete and comprehensive scientific data
- fisheries and environmental management strategies
- measurement and biological sampling techniques and other data collection methodologies designed to capture information of use to scientific research and fisheries management.

Interdependent assessment of units

This unit is best assessed in conjunction with other units relating to data collection and the on-board observation of fishing activity.

Context of assessment

Assessment is to be conducted at the workplace or in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- written or oral short answer questions to assess underpinning knowledge
- practical exercises involving the design and conduct of measurement and sampling processes
- examples of records, reports and other documentation completed by the candidate
- observation of the candidate while conducting on-board observations
- third-party reports, including reports from shore-based supervisors and cruise crew members.

Resources required for assessment

Resources may include:

- relevant documentation such as:
  - observation procedures and protocols
- data collection plans and recording forms.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 2	2	2	2	2	2	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

SFIOBSV302A Collect reliable scientific data and samples

Functional area Observer operations

Prerequisite unit Nil

Descriptor

This unit of competency covers the ability to collect a wide range of reliable scientific data and samples for fisheries management and scientific research purposes.

Elements	Performance criteria Words in italics appear in the range of variables.	
1. Prepare for measurements and sampling	1.1	Purpose of collection is confirmed and explained to vessel crew.
	1.2	Relevant sampling plans, procedures, materials and *equipment* are identified.
	1.3	Required *measurements, observations, samples* and sampling frequencies are confirmed.
	1.4	All measuring and sampling equipment is assembled, checked before use and calibrated if necessary.
2. Conduct measurements and observations	2.1	Required sequence of measurements and observations is performed, in accordance with organisational procedures and sampling plan.
	2.2	Equipment is operated safely and in accordance with manufacturer's specifications.
	2.3	Measurements and *estimations* are recorded legibly with the appropriate units, required precision and accuracy.
	2.4	Atypical or 'out of specification' data is recognised and explanatory notes are recorded.
	2.5	*Procedures* or equipment problems that have led to atypical data are identified and rectified.
	2.6	Measuring equipment is cleaned and stored and any wastes are disposed of safely.
3. Obtain samples	3.1	Samples are collected ensuring that sample types and *sampling conditions* are in accordance with the sampling plan.

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	3.2	Samples are placed, preserved and stored in labelled containers to maintain security, integrity and traceability.
	3.3	*Atypical observations* made during sampling are recognised and recorded.
	3.4	Sampling tools are cleaned and stored and any wastes are disposed of safely.
4. Report on data and samples	4.1	Feedback is provided to vessel crew at key stages of the data collection and sampling processes.
	4.2	Measurements, observations and samples are validated for relevance and quality as soon as possible after collection.
	4.3	Documentation of data and samples is completed promptly, checked for completeness and quality and duplicated where appropriate.
	4.4	End-of-cruise reports are prepared in accordance with procedures.
	4.5	Transportation and storage of samples are arranged in accordance with procedures.
	4.6	Confidentiality of data collected from individual sources is respected.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Equipment:

- pens and pencils
- waterproof record sheets and labels
- tagging equipment
- calibrating equipment
- electronic measuring devices
- soft measuring boards
- scales
- calipers
- data logging equipment and buoys
- computers, including laptops and software
- digital and polaroid cameras
- preservatives
- sample storage materials and containers.

Measurements and observations:

- number and species of fish, including dead and undersized
- sex of fish and gonad state

- number and species of by-catch, including per shot and per day
- number and species of seabirds and marine mammals
- quantity of catch:
  - number
  - weight
  - percentage of bin
- size of catch:
  - standard length
  - fork length
  - snout to anus
  - eye-tail
  - eye-fork
- weight:
  - fresh
  - cleaned
  - with and without head
- location (latitude and longitude) and distance from significant port or landmark
- time and date
- weather and sea conditions:
  - wind speed and direction
  - wave and swell height and direction
  - phase of moon
  - tides and currents
- environmental conditions:
  - bottom and surface water temperatures
  - pH
  - debris
  - oily substances
  - water quality
  - bottom conditions
- retrieval of tags:
  - location
  - sex
  - size
  - colour
  - damage
  - reproductive status
  - double tag
- interrogation of dataloggers
- seabird activity:
  - numbers
  - species
  - level of interest or disinterest
  - hook ups
  - diving
  - distance from vessel.

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Samples:	• samples of fish species:
	  • whole fish for identification
	  • hard or soft samples
	  • otoliths
	• stomach contents
	• gonads
	• muscle samples for genetic analysis
	• environmental conditions, including water and microscopic organisms
	• 'dumb' and 'smart' tags.

Estimations:	• whole catch • percentage of bin • time • catch conversion factors for a variety of processing techniques such as skin on/off, head on/off, fillets and square/diagonal cut • extrapolation of data to estimate catch from sample time to trawl time, and from sample number and weight to total catch.
Procedures:	• Australian and international standards • standard operating procedures • equipment manuals • calibration and maintenance schedules • agency recording and reporting procedures • storage of samples, including preservation and freezing • occupational health and safety procedures.
Sampling conditions:	• random and stratified (time dependent, top/bottom) samples • spill to bin • percentage of bin • use of appropriate containers • use of preservatives • labelling information • wrapping and preparations for freezing to prevent burn • monitoring of storage conditions, including temperature control • appropriate transportation methods.
Atypical measurements and observations:	• unexpected species or by-catch • unusual biological features of catch (eg size, weight and age) • unusual environmental conditions • fish kills and algal blooms • catch of sea birds and marine mammals • measurements outside expected ranges due to calibration errors or faulty equipment • changed fishing practice such as into wind, across wind and depth.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- commercial fisheries and unique aspects relevant to the fishery, sector or geographic area
- species, product, work regime and typical equipment used
- fisheries management methodologies and associated data requirements
- basic environmental management procedures, regulations and codes of practice relevant to the specific sector within the seafood industry
- broad knowledge of ecologically sustainable development principles and practices
- fisheries research methodologies and the application of scientific data to management processes
- basic measurement techniques, including calibrating equipment
- basic principles of sampling including:
  - obtaining representative or randomised samples
  - preserving the integrity of samples
  - maintaining the identification or traceability of samples relative to their source, including labelling
  - achieving consistency in sampling procedures
  - storing and transporting samples.

Practical skills

The essential skills a person needs to perform work to the required standard include:

- undertaking measurements and collecting samples and other data suitable for use in fisheries research and management
- preparing and presenting data and samples for use in fisheries research
- routine cleaning, calibrating and maintenance of equipment.

Literacy skills used for:

- providing information to engage vessel crew in data collection and observation
- labelling and recording samples
- presenting data and information in formats to support its application in fisheries research and management.

Numeracy skills used for:

- calibrating measuring equipment
- preparing and measuring samples according to sampling plans and conducting basic measurements, calculations and estimations to reflect fishing operations and environmental impacts.

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Critical aspects of competence

Assessment must confirm the ability to follow a sampling plan and associated procedures, to conduct measurements and to collect biological samples and other scientific data.

Assessment must confirm the ability to:

- apply quality data collection processes that yield outcomes that are valid and comparable to other data sources
- obtain specified measurements, observations, estimations and representative samples
- preserve or protect samples to minimise change or deterioration
- identify samples to ensure a link to their origins
- identify atypical measurements and samples and suggest possible causes and effects
- complete data collection and sampling records
- engage other vessel crew members to support data collection.

Assessment must confirm knowledge of:

- relevant procedures for planning, designing, conducting, recording and reporting measurements and samples taken
- use of measuring and sampling equipment
- measuring techniques
- sampling methodologies
- typical and likely atypical occurrences.

Interdependent assessment of units

This unit is best assessed in conjunction with other units relating to data collection and the on-board observation of fishing activity.

Context of assessment

Assessment is to be conducted at the workplace or in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- written or oral short answer testing to assess underpinning knowledge
- practical exercises, including the design and conduct of measurement and sampling processes
- examples of workplace recording and reporting completed by the candidate
- observation of the candidate while conducting on-board observations
- third-party reports from team leaders, cruise personnel, users of the marine environment and other relevant personnel.

Resources required for assessment

Resources may include:

- relevant documentation such as:
  - standard operating procedures for sampling and data collection
  - sampling and data collection plans
  - cruise procedures and protocols for observers
  - selection of sampling equipment and recording sheets
- equipment maintenance schedules and procedures.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 1	2	2	1	2	2	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

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SFIOBSV304A Analyse and report on-board observations

Functional area Observer operations

Prerequisite unit Nil

Descriptor

This unit of competency covers the ability to analyse trends, unusual occurrences and uncertainty in scientific and fisheries management data collected during on-board observations of fishing activities and to report results within the required timeframe.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Check data and perform basic computations	1.1 Raw measurement data, estimations and observations are examined for consistency with expectations and reasonable ranges.
	1.2 *Scientific quantities* are calculated with the required accuracy and precision, and checked.
	1.3 Results are presented in appropriate formats.
2. Analyse trends and relationships between sets of data	2.1 Results are analysed to determine trends and relationships between sets of data.
	2.2 Logical conclusions are drawn from the *analyses*.
	2.3 Results that are inconsistent with expectations are recognised and reported.
	2.4 *Possible causes and effects* of unexpected outcomes are identified by examining cruise records and notes of atypical observations.
3. Report results	3.1 Charts, tables and graphs are used to present results in the *appropriate formats.*
	3.2 Reports are presented in a format and style consistent with requirements.
	3.3 Results are *communicated* within the specified time and according to other organisational requirements.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Scientific quantities:

- total counts, fractions, decimals, percentages and proportions
- mean, median and mode

	• trends • ratios • measurements to support specific research projects • conversion factors of species.
Methods of analysis:	• inductive • deductive • comparative • root cause • statistical.
Possible cause and effect issues:	• fishing pressure and effort • environmental and ecological influences • fishing equipment and techniques • changed fishing practices such as into wind, across wind and depth • seabird abundance • interaction with seals, turtles and dolphins • equipment faults and calibration errors • equipment reading errors and faulty measuring and sampling techniques.
Appropriate formats:	• written reports and memos • worksheets • journals • logbooks • databases • spreadsheets • tables • charts • graphs.
Communication channels:	• routine oral and written briefings • journals and logs • written reports and memos • special written reports on unusual occurrences • radio • satellite telephone • email.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

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Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard include:

- commercial fisheries and unique aspects relevant to the fishery, sector or geographic area
- species, product, work regime and typical equipment used
- fisheries management methodologies and associated data requirements
- basic environmental management procedures, regulations and codes of practice relevant to the specific sector within the seafood industry
- broad knowledge of ecologically sustainable development principles and practices
- fisheries research methodologies and the application of scientific data
- basic statistical analyses
- inductive and deductive reasoning processes.

Practical skills

The essential skills a person needs to perform work to the required standard include:

- analysing, recording and reporting scientific data and samples to enhance research and fisheries and environmental management
- critical thinking to identify and analyse trends and other non-standard findings from data collection and to draw logical conclusions as to likely causes and effects.

Literacy skills used for:

- presenting and recording data and findings in formats appropriate for scientific and management uses
- reporting the results of observations during cruises to interested stakeholders.

Numeracy skills used for:

- conducting measurements, estimations and analyses of data and samples collected during on-board observations.

Critical aspects of competence

Assessment must confirm the ability to analyse data from on-board observations and to draw reasonable conclusions about the impact of fishing on the resource, the ecosystem and the wider environment.

Assessment must confirm the ability to:

- apply basic statistical analyses to raw data
- perform relevant calculations and analyses of data and samples collected
- follow relevant plans, procedures and protocols
- recognise non-standard samples and observations and assess possible causes and effects
- present results in formats suitable for scientific and management purposes
- report findings that identify and provide possible explanations for unusual observations.

Assessment must confirm knowledge of:

- the Australian fishing industry, including major species, fishing methods and equipment
- fisheries research methodologies and the use of scientific data
- fisheries and environmental management strategies
- biological sampling techniques and other data-collection methodologies
- analytical techniques
- basic statistical analysis.

Interdependent assessment of units

This unit is best assessed in conjunction with other units relating to data collection and on-board observation of fishing activity.

Context of assessment

Assessment is to be conducted at the workplace or in a simulated work environment.

Method of assessment

The following assessment methods are suggested:

- written or oral short answer questions to assess underpinning knowledge
- practical exercises involving the analysis of sets of data and samples to identify trends and likely impacts on resources
- examples of records and reports prepared by the candidate to illustrate analytical and reasoning capability
- third-party reports including reports from cruise crew members, fisheries managers and scientists.

Resources required for assessment

Resources may include:

- relevant documentation such as:
  - observation procedures and protocols
  - data collection and sampling plans
  - recording and reporting forms.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 2	2	2	1	2	2	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

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SFIOHS301B Implement OHS policies and guidelines

Functional area Occupational health and safety

Prerequisite unit Nil

Descriptor

This unit of competency specifies the outcomes required for implementing and monitoring the organisation's occupational health and safety (OHS) policies, procedures and programs in the relevant work area to achieve and maintain occupational health and safety standards. It is particularly relevant for employees with supervisory responsibilities. The unit describes the framework of OHS competencies for Generic Competency B in accordance with the *National guidelines for integrating OHS competencies into national industry competency standards [NOHSC: 7025 (1998) 2nd edition.*

Elements	Performance criteria Words in italics appear in the range of variables.
1. Provide *information* to the work group about occupational health and safety and the organisation's occupational health and safety policies, procedures and programs	1.1 Relevant provisions of occupational health and safety legislation and codes of practice are accurately and clearly explained to the work group. 1.2 Information on the organisation's occupational health and safety policies, procedures and programs is provided in a readily accessible manner and is accurately and clearly explained to the work group. 1.3 Information about identified hazards and the outcomes of risk assessment and risk control procedures is regularly provided and is accurately and clearly explained to the work group.
2. Implement and monitor *participative arrangements* for the management of occupational health and safety	2.1 Organisational procedures for consultation over occupational health and safety issues are implemented and monitored to ensure that all members of the work group have the opportunity to contribute. 2.2 Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution in accordance with workplace procedures for issue resolution. 2.3 The outcomes of consultation over occupational health and safety issues are made known to the work group promptly.

3. Implement and monitor the organisation's procedures for *identifying hazards and assessing risks*	3.1	Existing and potential hazards in the work area are identified and reported so that risk assessment and risk control procedures can be applied.
4. Implement and monitor the organisation's procedures for *controlling risks*	4.1	Work procedures to control risks are implemented and adherence to them by the work group is monitored in accordance with workplace procedures.
	4.2	Existing risk control measures are monitored and results reported regularly in accordance with workplace procedures.
	4.3	Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control and reported to designated personnel.
	4.4	Inadequacies in resource allocation for implementation of risk control measures identified and reported to designated personnel.
5. Implement the organisation's procedures for dealing with *hazardous events*	5.1	Workplace *procedures for dealing with hazardous events* are implemented whenever necessary to ensure that prompt control action is taken.
	5.2	Hazardous events are investigated to identify their cause in accordance with investigation procedures.
	5.3	Control measures to prevent recurrence and minimise risks of hazardous events are implemented based on the hierarchy of control if within scope of responsibilities and competencies or alternatively referred to designated personnel for implementation.
6. Implement and monitor the organisation's procedures for providing *occupational health and safety training*	6.1	Occupational health and safety training needs are identified accurately, specifying gaps between occupational health and safety competencies required and those held by work group members.
	6.2	Arrangements are made for fulfilling identified occupational health and safety training needs in both on and off-the-job training programs in consultation with relevant parties.

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7. Implement and monitor the organisation's procedures for maintaining *occupational health and safety records*	7.1	Occupational health and safety records for work area are accurately and legibly completed in accordance with workplace requirements for occupational health and safety records and legal requirements for the maintenance of records of occupational injury and disease.
	7.2	Aggregate information from the area's occupational health and safety records is used to identify hazards and monitor risk control procedures within work area according to organisational procedures and within scope of responsibilities and competencies.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

This competency is to be exhibited in accordance with all relevant occupational health and safety legislation, particularly:

- state/territory/commonwealth occupational health and safety acts, regulations and codes of practice, including regulations and codes of practice relating to hazards present in the workplace or industry
- general duty of care under occupational health and safety legislation and common law
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- requirements for provision of occupational health and safety information and training
- provisions relating to health and safety representatives and/or occupational health and safety committees
- provisions relating to occupational health and safety issue resolution.

Information:

- for the induction of new workers
- about the nature of work, tasks and procedures
- about hazards and risk management procedures
- to assist in work tasks
- as part of providing direct supervision, for example, to inexperienced workers
- to communicate legislation and codes of practice, for example, relating to hazards in the work area
- for consultation with health and safety representatives and occupational health and safety committees.

This competency is to be exhibited in accordance with all relevant workplace procedures, which are arrangements for how workplace activities are to be done. They may be formally documented or communicated verbally. They may include procedures which are:	• general to the management of the enterprise, such as:
	  • job procedures and work instructions
	  • maintenance of plant and equipment
	  • purchasing of supplies and equipment
	  • counselling or disciplinary processes
	• specific to occupational health and safety, such as:
	  • providing occupational health and safety information
	  • consultation and participation
	  • emergency response
	  • housekeeping
	  • specific hazards
	  • identifying hazards, for example, inspections
	  • incident investigation
	  • assessing risks
	  • controlling risks
	  • personal protective equipment
	  • occupational health and safety training and assessment
	  • occupational health and safety record keeping
	  • reporting occupational health and safety issues
	  • occupational health and safety issue resolution.

Participative arrangements:	• formal and informal meetings which include occupational health and safety • occupational health and safety committees • other committees, for example, consultative, planning and purchasing • health and safety representatives • suggestions, requests, reports and concerns put forward by employees to management.
Identifying hazards and assessing risks may occur through activities such as:	• audits • workplace inspections • housekeeping • checking work area and/or equipment before and during work • job and work system assessment • reviews of occupational health and safety records, including registers of hazardous substances, dangerous goods, etc • maintenance of plant and equipment • purchasing of supplies and equipment, for example, review of material safety data sheets and manufacturer/supplier information • identifying employee concerns.

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Controlling risks may include actions such as:	• measures to remove the cause of a risk at its source
	• application of the hierarchy of control, namely:
	  • elimination of the risk
	  • engineering controls
	  • administrative controls
	  • personal protective equipment
	• consultation with workers and their representatives.

Hazardous events:	• accidents • fires and explosions • emergencies such as chemical spills • bomb scares • violent incidents, for example, armed robberies.
Procedures for dealing with these:	• evacuation • chemical containment • first aid • accident/incident reporting and investigation.
Occupational health and safety training:	• induction training • specific hazard training • specific task or equipment training • emergency and evacuation training • training as part of broader programs, for example, equipment operation.
Occupational health and safety records:	• occupational health and safety audits and inspection reports • health surveillance and workplace environmental monitoring records • records of instruction and training • manufacturers' and suppliers' information, including material safety data sheets and dangerous goods storage lists • hazardous substances registers • maintenance and testing reports • workers' compensation and rehabilitation records • first aid/medical post records.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge and skills

In demonstrating competency, the following underpinning knowledge and skills should be displayed:

- the provisions of occupational health and safety acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, employees and other parties with legal responsibilities
- principles and practices of effective occupational health and safety management, such as:
  - risk management (that is, hazard identification, risk assessment and risk control)
  - the hierarchy of control
  - elements of an effective occupational health and safety management system
  - participation and consultation over occupational health and safety
  - accident and incident investigation
- hazards which exist in the workplace including:
  - the range of control measures available for these hazards
  - considerations for choosing between different control measures, such as possible inadequacies of particular control measures
- organisational occupational health and safety management systems, policies and procedures necessary to support organisational compliance with legal requirements, including procedures for:
  - communicating about occupational health and safety issues
  - consulting and allowing participation over occupational health and safety issues
  - identifying and reporting on hazards, for example, through inspection reports
  - assessing risks
  - controlling risks
  - monitoring risk control measures
  - reporting budgetary and resource needs
  - responding to, and dealing with, hazardous events
  - occupational health and safety training
  - occupational health and safety record keeping
- how the characteristics and composition of the workforce impact on occupational health and safety management, including:
  - literacy, numeracy, language
  - communication skills
  - cultural background
  - gender
  - workers with disabilities
  - part-time, casual or contract workers
  - labour market changes
- the relevance of occupational health and safety management to other organisational systems, policies and procedures, including:
  - business planning (especially new technology and organisational change)
  - budgeting
  - purchasing
  - maintenance
  - contractors
  - training
  - consultation

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  - human resource management
  - equal employment opportunity
- ability to analyse the entire work environment in the area of responsibility in order to identify hazards, assess risks and judge when intervention to control risks is necessary
- ability to analyse relevant workplace data, such as incident or environmental monitoring data, to identify hazards, assess risks and evaluate the effectiveness of risk control measures
- ability to assess the resources needed to apply different risk control measures and make recommendations to management on that basis.

Critical aspects of competence

Assessment must confirm ability to:

- apply, organisational management systems and procedures to occupational health and safety
- apply, risk management procedures (that is, undertake hazard identification, risk assessment and risk control in accordance with the hierarchy of control).

Assessment must confirm knowledge of:

- the elements of competence, of all applicable occupational health and safety acts, regulations and codes of practice
- how characteristics of the workforce impact on the management of occupational health and safety, and an ability to apply that understanding.

Interdependent assessment of units

Competency in this unit underpins competency in other aspects of the workplace role of employees with supervisory responsibilities. It may be appropriate to assess parts of this unit in conjunction with units relating to the performance of such aspects of the role. For example, assessment of a unit relating to supervising a work system could involve assessing that the person is able to identify and report any existing or potential hazards of the system.

Context of assessment

This unit should be assessed by a combination of workplace (or a realistic simulation) and off-the-job assessment. The context of assessment should ensure that evidence relating to the contingency management component of competency can be collected. Evidence must include observation in the workplace as well as off-the-job techniques such as interviews and simulations.

Conditions for simulations should:

- accurately simulate the range of circumstances that the individual could be expected to deal with in the workplace
- allow for discussion
- ensure that the relevant documents and resources are available.

In particular, evidence of ability to deal with a range of emergencies and hazardous events may be gathered through simulations.

The assessor should have recognised expertise in managing occupational health and safety in the industry or work in an assessment team with such a person.

Method of assessment

To ensure that the contingency management component (ability to deal with irregularities and breakdowns) of competency is adequately assessed, evidence needs to be gathered across a range of work procedures and in a range of workplace circumstances. This could be either in an actual workplace or in a simulation of realistic workplace conditions. Techniques for assessment could include:

- observation
- simulation
- case studies
- interviews
- written tests
- workplace projects.

Resources required for assessment

Assessment of this unit requires access to:

- relevant occupational health and safety acts, regulations and codes of practice
- enterprise occupational health and safety policies and procedures
- personal protective equipment
- relevant work areas for identification of hazards and control measures.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 2	2	2	2	2	2	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

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SFIOHS501B Establish and maintain the enterprise OHS program

Functional area

Occupational health and safety

Prerequisite unit

Nil

Descriptor

This unit of competency specifies the outcomes required to effectively establish, maintain and evaluate the organisation's occupational health and safety system in order to ensure that the workplace is, so far as is practicable, safe and without risks to the health of employees and others at the workplace. It is particularly relevant for those with managerial responsibilities. The unit describes the framework of OHS competencies for Generic Competency C in accordance with the *National guidelines for integrating OHS competencies into national industry competency standards [NOHSC: 7025 (1998) 2nd edition.*

Elements	Performance criteria Words in italics appear in the range of variables.
1. *Establish and maintain the framework for the occupational health and safety system* in the area of managerial responsibility	1.1 Occupational health and safety policies are developed which clearly express the organisation's commitment with respect to occupational health and safety within the area of managerial responsibility and how relevant occupational health and safety legislation will be implemented, consistent with overall organisational policies.
	1.2 Occupational health and safety responsibilities and duties which will allow implementation and integration of the occupational health and safety system are clearly defined, allocated and included in job descriptions and duty statements for all relevant positions.
	1.3 Financial and human resources for the operation of the occupational health and safety system are identified, sought and/or provided in a timely and consistent manner.
	1.4 Information on the occupational health and safety system and procedures for the area of managerial responsibility is provided and explained in a form, which is readily accessible to employees.

2. Established and maintain *participative arrangements* for the management of occupational health and safety	2.1	Appropriate consultative processes are established and maintained in consultation with employees and their representatives in accordance with relevant occupational health and safety legislation and consistent with the organisation's overall process for consultation.
	2.2	Issues raised through participation and consultation are dealt with and resolved promptly and effectively in accordance with procedures for issue resolution.
	2.3	Information about the outcomes of participation and consultation is provided in a manner accessible to employees.
3. Establish and maintain *procedures for identifying hazards*	3.1	Existing and potential hazards within the area of managerial responsibility are correctly identified and identification confirmed in accordance with occupational health and safety legislation, codes of practice and trends identified from the occupational health and safety records system.
	3.2	A procedure for ongoing identification of hazards is developed and integrated within systems of work and procedures.
	3.3	Activities are appropriately monitored to ensure that this procedure is adopted effectively throughout the area of managerial responsibility.
	3.4	Hazard identification is addressed at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created.
4. *Establish and maintain procedures for assessing risks*	4.1	Risks presented by identified hazards are correctly assessed in accordance with occupational health and safety legislation and codes of practice.
	4.2	A procedure for ongoing assessment of risks is developed and integrated within systems of work and procedures.
	4.3	Activities are monitored to ensure that this procedure is adopted effectively throughout the area of managerial responsibility.
	4.4	Risk assessment is addressed at the planning, design and evaluation stages of any change within the area of managerial responsibility to ensure that the risk from hazards is not increased.

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5.	***Establish and maintain procedures for controlling risks***	5.1 Measures to control assessed risks are developed and implemented in accordance with the hierarchy of control, relevant occupational health and safety legislation, codes of practice and trends identified from the occupational health and safety records system.
		5.2 When measures, which control a risk at its source are not immediately practicable, interim solutions are implemented until a control measure is developed.
		5.3 A procedure for ongoing control of risks, based on the hierarchy of control, is developed and integrated within general systems of work and procedures.
		5.4 Activities are monitored to ensure that the risk control procedure is adopted effectively throughout the area of managerial responsibility.
		5.5 Risk control is addressed at the planning, design and evaluation stages of any change within the area of managerial responsibility to ensure that adequate risk control measures are included.
		5.6 Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control, and resources enabling implementation of new measures are sought and/or provided according to appropriate procedures.
6.	**Establish and maintain *organisational procedures for dealing with hazardous events***	6.1 Potential hazardous events are correctly identified.
		6.2 Procedures which would control the risks associated with hazardous events and meet any legislative requirements as a minimum are developed in consultation with appropriate emergency services.
		6.3 Appropriate information and training is provided to all employees to enable implementation of the correct procedures in all relevant circumstances.
7.	***Establish and maintain an occupational health and safety training program***	7.1 An occupational health and safety training program is developed and implemented to identify and fulfil employees' occupational health and safety training needs as part of the organisation's general training program.
		7.2 OHS training needs are identified and recommendations for delivery formulated.

8. ***Establish and maintain a system for occupational health and safety records***	8.1	A system for keeping occupational health and safety records is established and monitored to allow identification of patterns of occupational injury and disease within the area of managerial responsibility.
	8.2	Sources of *workplace information and data* are accessed as part of regular monitoring of the OHSMS to identify hazards and monitor risk control procedures within the workplace.
9. ***Evaluate the organisation's occupational health and safety system* and related policies, procedures and programs**	9.1	The effectiveness of the occupational health and safety system and related policies, procedures and programs is regularly assessed according to the organisation's aims with respect to occupational health and safety.
	9.2	Improvements to the occupational health and safety system are developed and implemented to ensure more effective achievement of the organisation's aims with respect to occupational health and safety.
	9.3	Compliance with occupational health and safety legislation and codes of practice is assessed to ensure that legal occupational health and safety standards are maintained as a minimum.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Positions to which this competency applies will vary according to the industry or enterprise but may include:

- managers at a range of levels
- other specialist managers, for example, maintenance manager and personnel manager.

This competency is to be exhibited in accordance with all relevant occupational health and safety legislation, particularly:

- state/territory/commonwealth occupational health and safety acts, regulations and codes of practice, including regulations and codes of practice relating to hazards present in the workplace or industry
- general duty of care under occupational health and safety legislation and common law
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- requirements for provision of occupational health and safety information and training
- provisions relating to health and safety representatives and/or occupational health and safety committees
- provisions relating to occupational health and safety issue resolution.

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Establishing and maintaining the framework for occupational health and safety may include:	• policy development and updating
	• determining the ways in which occupational health and safety will be managed. This may include distinct occupational health and safety management activities, or inclusion of occupational health and safety functions within a range of management functions and operations such as:
	  • maintenance of plant and equipment
	  • purchasing of materials and equipment
	  • designing operations, work flow and materials handling
	  • planning or implementing alterations to site, plant, operations or work systems
	• mechanisms for review and allocation of human, technical and financial resources needed to manage occupational health and safety, including defining and allocating occupational health and safety responsibilities for all relevant positions
	• mechanisms for keeping up to date with relevant information and updating the management arrangements for occupational health and safety, for example, information on health effects of hazards, technical developments in risk control and environmental monitoring and changes to legislation
	• mechanisms to assess and update occupational health and safety management arrangements relevant to legislative requirements
	• a system for communicating occupational health and safety information to employees, supervisors and managers within the enterprise.

Establishing and maintaining participative arrangements for management of occupational health and safety may cover:	• occupational health and safety committees and other committees, for example, consultative, planning and purchasing • health and safety representatives • employee and supervisor involvement in occupational health and safety management activities, for example, occupational health and safety inspections, audits, environmental monitoring, risk assessment and risk control • procedures for reporting hazards, risks and occupational health and safety issues by managers and employees • inclusion of occupational health and safety in consultative or other meetings and processes.

Establishing and maintaining procedures for identifying hazards may include developing and updating procedures for:	• workplace inspections, including plant and equipment • audits • maintaining and analysing occupational health and safety records, including environmental monitoring and health surveillance reports • maintenance of plant and equipment • reviews of materials and equipment purchases, including manufacturers and suppliers information • employee reporting of occupational health and safety issues.
Establish and maintain procedures for assessing risks may include developing and updating procedures for:	• determining the likelihood and severity of adverse consequences from hazards • occupational health and safety audits • workplace inspections • maintenance of plant and equipment • purchasing of materials and equipment • planning or implementing alterations to site, operations or work systems • analysis of relevant records and reports, for example, injuries and incidents, hazardous substances inventories/registers, audit and environmental monitoring reports and occupational health and safety committee records.

Establish and maintain procedures for controlling risks may include developing and updating procedures for:	• assessing the occupational health and safety consequences of materials, plant or equipment prior to purchase
	• obtaining expert advice
	• appropriate application of measures according to the hierarchy of control, namely:
	  • elimination of the risk
	  • engineering controls
	  • administrative controls
	  • personal protective equipment
	• designing safe operations and systems of work
	• inclusion of new occupational health and safety information into procedures
	• checking enterprise compliance with regulatory requirements.

Establish and maintain organisational procedures for hazardous events may include developing and updating procedures for:	• making inventories of, and inspecting, high risk operations • inspecting systems and operations associated with potentially hazardous events, for example, emergency communications, links to emergency services, fire fighting, chemical spill containment, bomb alerts and first aid services.

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Establish and maintain an occupational health and safety training program may include:	• arrangements for ongoing assessment of training needs, for example, relating to:
	  • supervisors and managers
	  • specific hazards
	  • specific tasks or equipment
	  • emergencies and evacuations
	  • training required under occupational health and safety legislation
	• allocation of resources for occupational health and safety training, including acquisition of training resources, development of staff training skills and purchase of training services
	• induction training
	• training for new operations, materials or equipment.

Establish and maintain a system for occupational health and safety records may cover:	• identifying records required under occupational health and safety legislation, for example:
	  • worker's compensation and rehabilitation records
	  • hazardous substances registers
	  • material safety data sheets
	  • major accident/injury notifications
	  • investigation reports
	  • certificates and licences
	• manufacturers and suppliers occupational health and safety information
	• occupational health and safety audits and inspection reports
	• maintenance and testing reports
	• workplace environmental monitoring and health surveillance records
	• records of instruction and training
	• first aid/medical post records
	• minutes of meetings.

Evaluating the organisation's occupational health and safety system may include arrangements for:	• reviewing the effectiveness of the occupational health and safety management system • regular review of operating procedures • regular analysis of occupational health and safety records • audits against occupational health and safety legislative requirements.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge and skills

In demonstrating competence, the following underpinning knowledge and skills should also be displayed:

- the provisions of occupational health and safety acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, manufacturers, suppliers, employees and other parties with legal responsibilities
- principles and practices of effective occupational health and safety management, including:
  - elements of an effective occupational health and safety management system
  - risk management
  - appropriate links to other management systems, for example, contractors, maintenance and purchasing
  - the role of technical information and experts in designing control measures, monitoring systems and health surveillance
  - the hierarchy of control measures
  - participation and consultation over occupational health and safety
  - incident and accident investigation
- management arrangements relating to regulatory compliance, for example, arrangements for:
  - keeping the organisation abreast of developments in occupational health and safety, for example, law, control measures and hazards
  - mandatory notifications and reporting
  - mandatory licences and certificates
  - registers, listings and labelling of regulated materials, for example, hazardous substances and dangerous goods
  - communicating to the organisation about occupational health and safety
  - consulting about, and participating in, occupational health and safety management
  - identifying and reporting on hazards, for example, through audits and inspections
  - assessing risks
  - allocating financial, technical and human resources for occupational health and safety
  - controlling risks
  - monitoring risk control measures
  - responding to, and dealing with, hazardous events
  - occupational health and safety training
  - occupational health and safety record keeping
  - collection and use of occupational health and safety-related data
- hazards and associated risks that exist in the enterprise, including:
  - the range of control measures available for these risks
  - considerations for choosing between different control measures, such as possible inadequacies with particular control measures
  - how to identify when expert advice is needed

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- how the characteristics and composition of the workforce impact on occupational health and safety management, including:
  - literacy
  - communication skills
  - cultural background
  - gender
  - workers with disabilities
  - part-time, casual and contract workers
- the relevance to occupational health and safety management of other organisational management systems, policies and procedures, including:
  - business planning (especially plans relating to technological change, organisational change and workplace design)
  - finance
  - contractors
  - purchasing
  - materials transport and storage
  - maintenance
  - training
  - consultation
  - human resource management
  - equal employment opportunity
- ability to analyse the entire working environment in order to identify hazards, assess risks and design and implement appropriate occupational health and safety management systems
- ability to analyse relevant workplace data, for example, incident and environmental monitoring, to identify hazards, assess risks and evaluate the effectiveness of the occupational health and safety management system
- ability to assess the resources needed to establish and maintain occupational health and safety management systems, including a range of risk control measures.

Critical aspects of competence

Competence may be demonstrated working individually or under the guidance of, or as a member of, a team with specialist occupational health and safety staff, managers or consultants.

Assessment must confirm ability to:

- establish and/or maintain the organisation's occupational health and safety management system
- identify when expert advice is needed, to obtain that advice and to act on it appropriately.

Assessment must confirm knowledge of:

- all relevant occupational health and safety acts, regulations and codes of practice and how they will be implemented within the area of managerial responsibility
- the principles and practice of effective occupational health and safety, including the significance of organisational management systems and procedures for occupational health and safety, and an ability to establish and maintain appropriate arrangements for occupational health and safety within those systems and procedures

- how the characteristics of the workforce impact on the design and maintenance of occupational health and safety management systems, and an ability to apply that understanding.

Interdependent assessment of units

Competency in this unit underpins competency in other aspects of the workplace role of employees with managerial responsibilities. It may be appropriate to assess parts of this unit in conjunction with units relating to the performance of such aspects of the role. For example, assessment of a unit relating to managing an operational area could involve assessing that the person is able to assess the effectiveness of risk control measures in place for that operation or area.

Context of assessment

This unit should be assessed by a combination of workplace (or a realistic simulation) and off the job assessment. The context of assessment should ensure that evidence relating to the contingency management component (ability to deal with irregularities and breakdowns) of competency can be collected. Evidence must include observation in the workplace as well as off the job techniques such as interviews and simulations.

Conditions for simulations should:

- accurately simulate the range of operations and circumstances that managers or owners could be expected to manage in the workplace
- allow for discussion
- ensure the relevant information and documents are available.

In particular, evidence of ability to manage a range of emergencies and hazardous events may be gathered through simulations.

The assessor should have recognised expertise in managing occupational health and safety in the industry or work in an assessment team with such a person.

Method of assessment

To ensure that the contingency management component (ability to deal with irregularities and breakdowns) of competency is adequately assessed, evidence needs to be gathered across a range of occupational health and safety management systems, operations and workplace circumstances. This could be either in an actual workplace or in a simulation of realistic workplace conditions.

Techniques for assessment could include:

- observation
- simulation, scenarios
- case studies
- interviews
- written tests
- workplace projects.

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Resources required for assessment

Assessment of this unit requires access to:

- relevant occupational health and safety acts, regulations and codes of practice
- information relevant to the management of the enterprise, for example, planning, operations, maintenance, purchasing and budgeting
- enterprise occupational health and safety management information, including policies and procedures
- work areas in the area of managerial responsibility.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 3	3	3	3	3	3	3

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

SFIPROC611B Participate in a media interview or presentation

Functional area Seafood processing

Prerequisite unit Nil

Descriptor

This unit of competency encompasses the need for individuals to represent a seafood enterprise or industry group in a range of situations. The needs might emerge from a product recall, a similar emergency situation or from a need for the seafood enterprise/group to promote a positive image to the target audience.

The unit also addresses the needs of seafood enterprises in small or close-knit communities where the significance of the enterprise to that community imposes a representative role on individuals to promote the wider interest.

Elements	Performance criteria Words in italics appear in the range of variables.
1. Prepare and issue media release/s	1.1 The content of proposed media release is consistent with the intent of the *message/information*.
	1.2 Specific details are researched and confirmed where appropriate.
	1.3 Media release is prepared using language appropriate to the *target audience*.
	1.4 The destination and timing of the media release in confirmed to ensure contact with target audience.
	1.5 *Authority to proceed* is sought as appropriate to the intent of the media release.
	1.6 Media release, with relevant contact detail, is issued and clarification of content is provided as appropriate.
2. Arrange media interviews	2.1 Medium for interview is selected to ensure reach to target audience.
	2.2 Appropriate and mutually convenient time/place for interview is established.
	2.3 Material and/or information is prepared in advance of interview with specific data/information confirmed by specialists.

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3. Conduct media interviews	3.1	Media interview is conducted to advantage the preferred position or perspective.
	3.2	Verbal and non-verbal skills are used to advantage the enterprise.
	3.3	Opportunities to advance a preferred position or point of view are captured.
4. Prepare action plan/s for impromptu interview/s	4.1	An action plan is prepared to identify situations where an *impromptu interview* may be required or sought.
	4.2	A checklist is developed to address key points which may be raised or questions during an impromptu interview.
5. Deliver presentations in a public forum	5.1	Information is gathered and assessed for relevance to topic and audience.
	5.2	*Appropriate language* is used to deliver message clearly and authoritatively.
	5.3	Ideas or concepts are developed logically and articulated clearly.
	5.4	Questions are dealt with effectively.
	5.5	Appropriate *verbal and non-verbal forms of communication* are used.
6. Develop personal image and presentation skills	6.1	Professional and social situations likely to be encountered are identified.
	6.2	Requirements of presenters are determined *and expectations of presenter* are clarified.
	6.3	Advice and guidance is sought as to most appropriate techniques for presentation and image/grooming.

Range of variables

The range of variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present:

Message/information may include:	• generalised information • seafood emergency information • food product recall advice • general information about product/s.
Target audience:	• interest groups • general public • local community.

Authority to proceed:	• may include the need to clarify issues of liability and/or legality
	• may involve key stakeholders eg
	  • insurers
	  • health authorities
	  • police.

Impromptu interviews:	• may include:
	  • emergency situations
	  • freak events.

Appropriate language:	• clarity • relevance and understanding of cultural sensitivities • eliminating ambiguity.
Verbal and non-verbal forms of communication:	• relevance and understanding of jargon and acronyms • aggressive posture, tone or language • passive posture, tone or language • active listening and engagement of the audience.
Expectations of presenter:	• sensitivity to issues • grooming • timing • promptness • attentiveness • relevance of information provided.

Evidence guide

Each unit of competency has an evidence guide that relates directly to the performance criteria and the range of variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standards include:

- statutory, legislative or legal requirements and/or obligations with regard to public announcements.
- media options and opportunities.
- information systems.
- issues affecting the enterprise or the operational environment.
- presentation techniques.
- writing for maximum impact.

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Practical skills

The essential skills a person needs to perform work to the required standards include:

- prioritising tasks and giving appropriate attention to detail
- identifying issues affecting the enterprise
- developing cogent arguments
- demonstrating active listening techniques
- presenting information and expressing point of view in public forums.
- optimising presentation opportunities.

Oral and written workplace communication skills used for:

- reading and writing complex reports.
- developing cogent arguments.
- communicating with diverse audiences.
- communicating verbally.
- presenting specific maritime related information in an form understandable by a non maritime orientated audience.

Numeracy skills used for:

- meeting and/or setting deadlines.
- calculating time and/or space.
- preparing financial documents.
- confirming financial and/or costing data.

Critical aspects of competence

Assessment must confirm the ability to:

- capitalise on opportunities to represent the enterprise or industry group by utilising or capturing media attention and other possibilities such as public speaking opportunities, and the preparation of accurate and cogent materials.

Assessment must confirm knowledge of:

- opportunities for seeking feedback and acting on constructive advice.
- selection and use of available learning methods to maintain currency of knowledge regarding issues affecting the enterprise or industry group.
- selecting and using appropriate technology.
- assessing own performance.
- delivering messages with conviction.
- managing work to achieve goals and results.
- seeking out and acting on opportunities to the benefit of the enterprise.
- day-to-day workings of the media and media contact points.
- legal and liability issues affecting enterprise contact with the media.

Interdependent assessment of units

This unit may be assessed after/with:

- no recommendations.

Context of assessment

Assessment will need to address an appropriate cycle of events in the range experienced by the enterprise.

Method of assessment

Practical demonstration in the workplace combined with a case-study and/or third-party or collaborative assessment.

Resources required for assessment

- regulations, codes-of-practice relevant to the enterprise
- documentation relating to any formalising of media relationships
- access to candidates peers and/or managers
- access to key stakeholders
- audio and/or video facilities to simulate presentations or review historical material
- examples of past media releases, interviews, video and/or audio tapes.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The key competencies cover the three levels of performance in the following areas:

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 2	2	2	2	1	1	2

* Footnote: There are three performance levels for each key competency. Level 1 = perform; Level 2 = administer and manage; and Level 3 = design and evaluate.

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